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ABSTRACT

This competency-based, individualized learning package, consisting of 10 learning guides, deals with child development. Addressed in the individual learning guides are the following topics: the safety needs of infants and children; the qualities, attitudes, and traits that increase parenthood readiness; the special needs created by teenage pregnancy; fetal development and factors affecting it; prenatal care; the changes occurring in a woman's body during pregnancy; the birth process; characteristics of newborns; the role of nutrition in infant and child development; problem situations arising between children and their parents; and the needs of and health practices for infants and young children. Each learning guide contains some or all of the following: a task title, a statement of purpose, an estimated time for completion of the guide, performance objectives, a learning contract, learning steps, resources, one or more information sheets, one or more activity sheets, a performance checklist, and a criterion-referenced exam. (MN)

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COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

CHILD DEVELOPMENT

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A LEARNING GUIDE

Task Identify the qualities, attitudes and traits that increase parenthood readiness.

Purpose It has been said that "You are what you are because of what you were as a child." We know that the child's physical, social, emotional and mental development is greatly dependent upon the environment. Parents must assume the great responsibility of nuturing their children to healthy, happy, productive adults. The big question is "When is one ready to assume the grave responsibility of parenthood?" Doing this task will help you identify the qualities, attitudes and traits which enhance an individual's readiness for parenthood.

Child Development

Program	Task	Est. Time	Prereq.
CD	215	15 hours	206

June, 1983

LEARNING CONTRACT

1 STUDENT DATA

NAME ______________________ SOCIAL SECURITY NUMBER ______________________

LENGTH OF CONTRACT (NORMAL TIME IN HOURS) ______________________

2 TERMINAL PERFORMANCE OBJECTIVE

Given a criterion exam, identify the qualities, attitudes, and traits that increase parenthood readiness. To master this task, you must achieve 33 out of 44 or 75% correct on the exam.

2a MICRO—PERFORMANCE OBJECTIVE(S)

1. Identify how one's past experiences affect the personality and future parenting aptitude.
2. Identify different reasons why couples have children.
3. Identify the personal and family relationships that enhance parenting readiness.
4. Identify the things to be considered before making a parenting commitment.
5. Identify the qualities, attitudes and traits that increase parenthood readiness.

3 AGREEMENT

I, ______________________ agree to complete the above stated terminal performance requirement within ______________________ to ______________________. I further recognize that the conditions of the contract (performance and time agreement) report my ability to perform the requirements of the occupation and record my progress.

Student's Signature ______________________

DEPT	PROG	TASK	TPO
HE	CD	215	215

Instructor's Signature ______________________
(verifies competency)

MICRO-PERFORMANCE OBJECTIVE #1

Identify how one's past experiences affect the personality and future parenting aptitude.

LEARNING STEPS	RESOURCES
1. Read resource 1 to give you a general feeling how you influence children.	1. Brisbane, Holly E., The Developing Child. Third Edition, pg. 13-23. Pearce text.
2. Complete resource 2 to increase your understanding of how your attitudes and personality are a result of your past experiences and how you can influence children around you.	2. Activity Sheet 215-001-001 in this SLG.
3. Read resource 3 to give you general information about the importance of childhood.	3. The Developing Child, pg. 25-36, Pearce text.
4. Complete resource 4 to increase your understanding of how the study of children can be beneficial to your parenting readiness.	4. Activity Sheet 215-001-002 in this SLG and the classroom file.
5. Complete resource 5 to identify influencing factors on children.	5. Activity Sheet 215-001-003 in this SLG and the classroom file.
6. Read resource 6 to increase your appreciation of how cultural background influences future parenting practices.	6. The Developing Child, pg. 415-441. Pearce text.
7. Complete resource 7 to increase your understanding of cultural differences in people.	7. Activity Sheet 215-001-004 in this SLG.
8. Complete resource 8A and 8B to increase your understanding of your ownself.	8A Activity Sheet 215-001-005 in this SLG and the classroom file. 8B Activity Sheet 215-001-006 in this SLG and the classroom file.
9. After completing resource 8, proceed to resource 9.	9. MPO #2 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	001

Activity Sheet
215-001-001

"Children and You Pretest"

Directions:

I. Read Ch. 1, pg. 13-23 of *The Developing Child* text.

II. Take the Chapter 1 test (HO-2) from *The Teacher's Resource Guide* for *The Developing Child* . . . This can be found in the classroom file. This pretest will help you measure your present understanding of the importance of parenting readiness. Ask the instructor for the answer key to check yourself.

III. Now do Chapter 1: Activity 3: "Good Relationships Require Give-and-Take" found in your *The Developing Child Student Guide*, pg. 8. Evaluate your score.

IV. Complete Chapter 1: Activity 1: Study Guide found in your *The Developing Child Student Guide*, pg. 5. Turn it in to your instructor to be checked.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	001

Activity Sheet
215-001-002

"Parenting Seen in a New Light"

Directions: Obtain a copy of this sheet from the classroom file. Complete the work and turn in to the instructor to be checked.

I. Read Ch. 2, pg. 25-36 of The Developing Child text.

II. Take the Chapter 2 test (HO-4) from the Teacher's Resource Guide for the Developing Child . . . found in the classroom file. This will evaluate your understanding of the importance of childhood. Ask the instructor for the answer key to check yourself. Record your score _____ correct out of 20 .

III. Think of the many ways we have changed a country over the past two centuries. These changes have changed our lives! Compare how children today differ from children of yesteryear. Include social activities, material goods, environment, family life, transportation, etc. Record your thoughts on the chart below.

1980's YOUR GENERATION	1930's (50 years ago) YOUR GRANDPARENTS	1830's(150 years ago)- PRE-CIVIL WAR
1.		
2.		
3.		
4.		
5.		
6.		

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	001

Activity Sheet
215-001-002

"Parenting Seen in a New Light"

1980's YOUR GENERATION	1930's (50 years ago) YOUR GRANDPARENTS	1830's (150 years ago) - PRE-CIVIL WAR
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

Activity Sheet
215-001-002

"Parenting Seen in a New Light"

1980's YOUR GENERATION	1930's (50 years ago) YOUR GRANDPARENTS	1830's (150 years ago) - PRE-CIVIL WAR
17.		
18.		
19.		
20.		

IV. Answer the following questions.

1. Explain how your past influences your future.

2. Explain what the following characteristics of human development mean. (Text Chapter 2)

   a. Development repeats itself ______

   b. Development is united ______

   c. Development is influenced by outside forces ______

   d. Life is continuous ______

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	001

Activity Sheet
215-001-002

"Parenting Seen in a New Light"

e. Life is ever changing ____

____

____

3. Explain some reasons for studying children, such as why take this course of Child Development. (Text Chapter 1)

a. ____

____

b. ____

____

c. ____

____

d. ____

____

e. ____

____

f. ____

____

g. ____

____

h. ____

____

i. ____

____

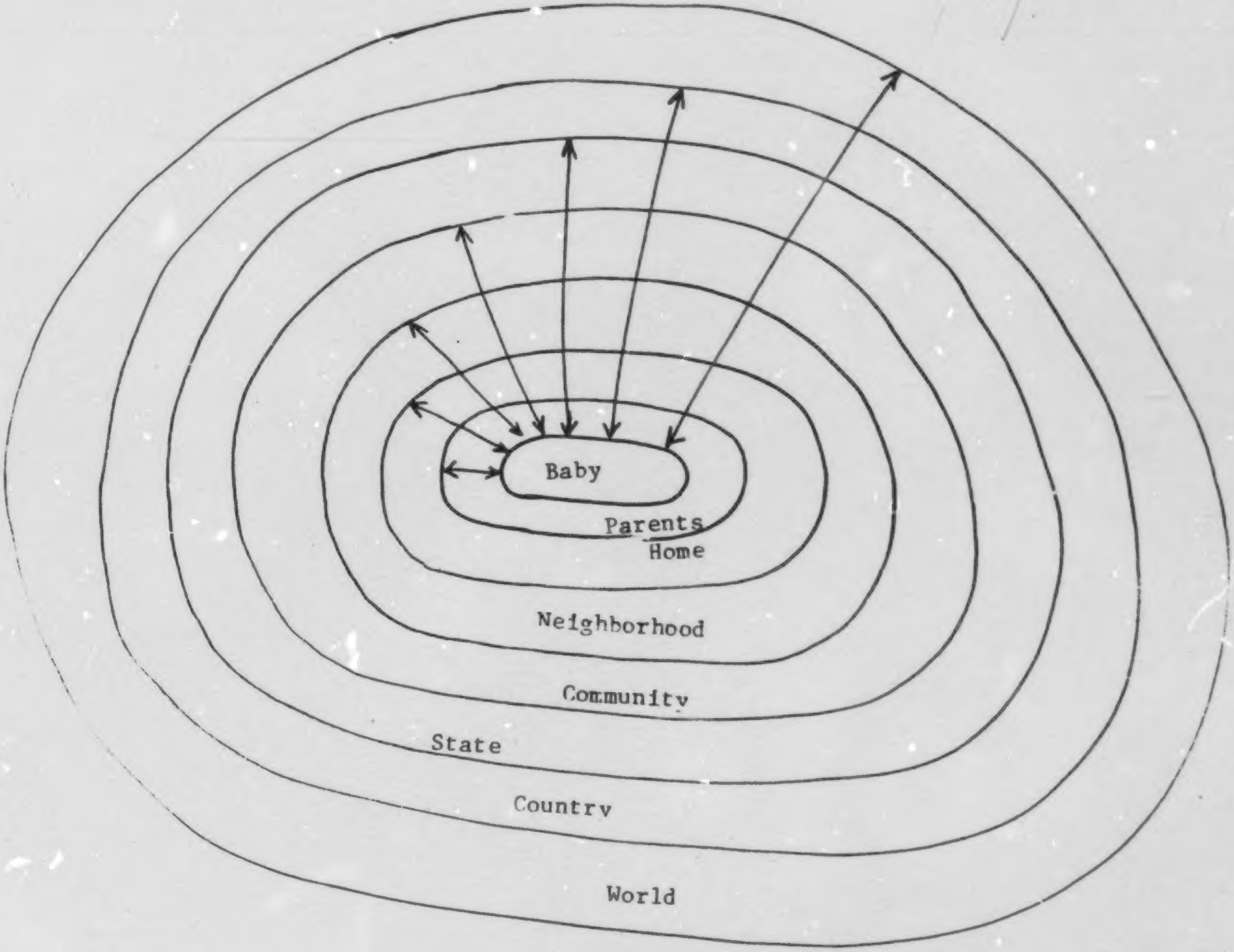
4. Justify this statement. "Being a good parent doesn't automatically come when you give birth to a child." (Text Chapter 1)

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	001

Activity Sheet
215-001-003
"Who Influences the Child?"

Directions: Obtain a copy of this sheet from the classroom file. Hand the completed work to the instructor to be checked.

Many people, places, and things touch the lives of children. These can have positive or negative affects on their personalities. It is the caregiver's responsibility to keep the positive influences to a maximum and the negative to a minimum. Look at the drawing below, then fill in the chart following.


Baby
Parents
Home
Neighborhood
Community
State
Country
World

Activity Sheet
215-001-003

"Who Influences the Child?"

Give several examples how each of these 7 factors have negative and positive influences on the child.

LIST OF INFLUENCING FACTORS ON DRAWING	EXAMPLES OF POSITIVE INFLUENCES	EXAMPLES OF NEGATIVE INFLUENCES
1. Parents		
2. Home		
3. Neighborhood		
4. Community		
5. State		
6. Country		
7. World		

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	001

Activity Sheet
215-001-004

"Children in Other Cultures"

Directions: Complete Chapter 17 - Activity 1 Study Guide, pg. 155-157 and Activity 3, pg. 161 from your The Developing Child Student Guide. Staple the two together and turn the completed work to your instructor to be checked.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	001

Activity Sheet
215-001-005
"Your Family Heritage"

Directions: Obtain a copy of this sheet from the classroom file. Complete the two parts and turn them in to the instructor to be checked.

PART I: My Family Tree

You ____________________
b ____________________
pb ____________________

Your Father ____________________
b ____________________
pb ____________________
m ____________________
d ____________________

Siblings

Brothers: | Sisters:

1. ____________ | ____________
b ____________ | ____________
pb ____________ | ____________
m ____________ | ____________
d ____________ | ____________

2. ____________ | ____________
b ____________ | ____________
pb ____________ | ____________
m ____________ | ____________
d ____________ | ____________

3. ____________ | ____________
b ____________ | ____________
pb ____________ | ____________
m ____________ | ____________
d ____________ | ____________

4. ____________ | ____________
b ____________ | ____________
pb ____________ | ____________
m ____________ | ____________
d ____________ | ____________

5. ____________ | ____________
b ____________ | ____________
pb ____________ | ____________
m ____________ | ____________
d ____________ | ____________

Your Mother ____________________
b ____________________
pb ____________________
m ____________________
d ____________________

His
Father/ygf ____________ Mother/ygm ____________
b ____________ ____________
pb ____________ ____________
m ____________ ____________
d ____________ ____________

Her
Father/ygf ____________ Mother/ygm ____________
b ____________ ____________
pb ____________ ____________
m ____________ ____________
d ____________ ____________

His
Father YGRgf ________ Mother YGRgm ________
b ________ ________
pb ________ ________
m ________ ________
d ________ ________

Her
Father YGRgf ________ Mother YGRgm ________
b ________ ________
pb ________ ________
m ________ ________
d ________ ________

His
Father YGRgf ________ Mother YGRgm ________
b ________ ________
pb ________ ________
m ________ ________
d ________ ________

Her
Father YGRgm ________ Mother YGRgm ________
b ________ ________
pb ________ ________
m ________ ________
d ________ ________

Key:
b-Date Birth
pb-Place of Birth
m-Date of Marriage
d-Date of Death
ygf-Your Grandfather
ygm-Your Grandmother
GR-Great

Activity Sheet
215-001-005

"Your Family Heritage"

PART II: My Heritage

Now contemplate how your family is what it is due to its past history. Write a few paragraphs recording some of the following ideas concerning your family. Think of some things you do special, different from some of your classmates. Tell what country your ancestors came from or what part of the United States. Explain any family traditions you carry out. For example: holiday foods, ceremonies, clothing, language, daily living habits, etc.

Activity Sheet
215-001-006

Do You Know Your Relatives?

Directions: Obtain a copy of this sheet from the classroom file. Complete your answers and turn the sheet to the instructor to be checked.

Here are your answer choices. Fill in the blanks below using the letter given. You will find a list of clues on the back of this sheet. Give a name of one of your relatives that would represent an example of such a relationship.

A. Uncle
B. Second cousin once removed
C. Grand Aunt
D. Niece
E. Grandnephew
F. Great grandmother
G. Second cousin
H. First cousin
I. First cousin once removed
J. None
K. Great granduncle
L. First cousin twice removed

Description	Relationship	Your Relative
1. Your aunt's granddaughter is your		
2. Your father's mother's mother is your		
3. Your granduncle's grandson is your		
4. Your grandfather's sister is your		
5. Your father's cousin is your		
6. Your uncle's great grandson is your		
7. Your father's brother is your		
8. Your brother's daughter is your		
9. Your brother's sister-in-law is your		
10. Your second cousin's son is your		
11. Your father's cousin's son is you		
12. Your father's mother's uncle is your		
13. Your brother's grandson is your		
14. Your aunt's daughter is your		

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	001

Activity Sheet

215-001-006

Do You Know Your Relatives?

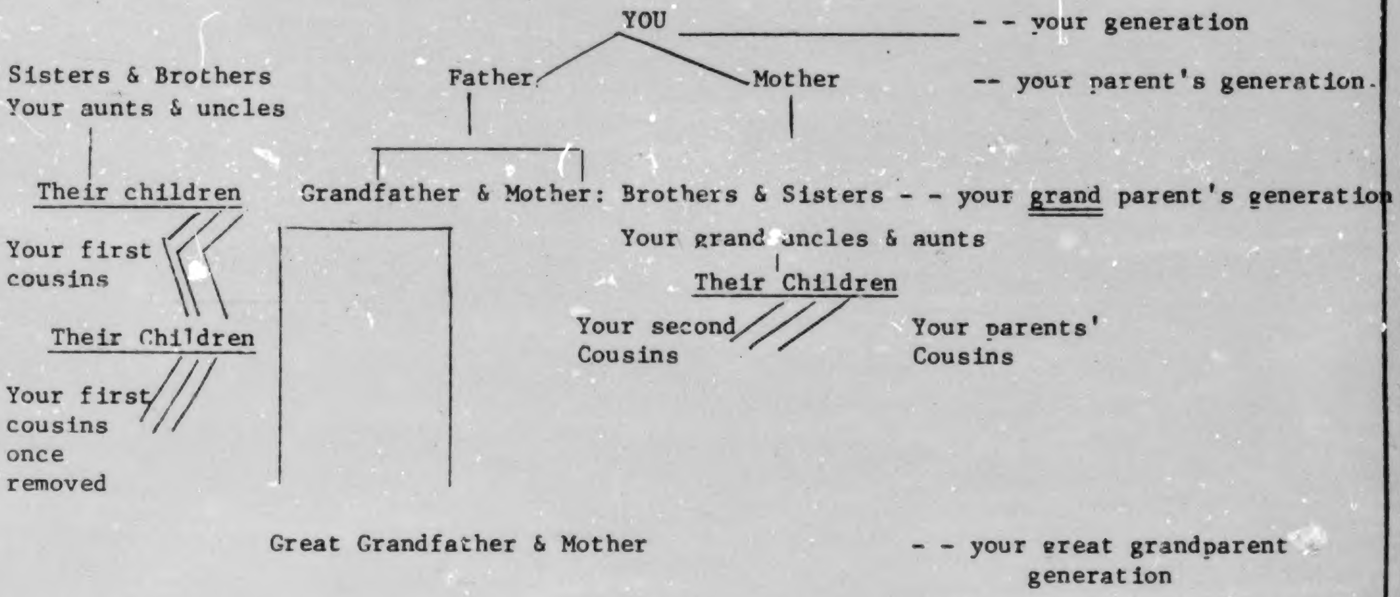
Here are Some Clues

1. "Grand" goes with the generation of your grandparents.

2. "Great" goes with the generations before your grandparents.

3. Your first cousin is the child of your aunt and uncle, right? so your first cousin once removed is the child of your cousin.

4. A second cousin is your parent's cousin.


YOU
- - your generation
Father
Mother
-- your parent's generation
Sisters & Brothers
Your aunts & uncles
Their children
Grandfather & Mother: Brothers & Sisters - - your grand parent's generation
Your grand uncles & aunts
Their Children
Your first cousins
Their Children
Your second Cousins
Your parents' Cousins
Your first cousins once removed
Great Grandfather & Mother
- - your great grandparent generation

MICRO - PERFORMANCE OBJECTIVE #2

Identify different reasons why couples have children.

LEARNING STEPS

1. Read resource 1 to increase your general knowledge about the role of parenting.
2. Complete resource 2 to increase your understanding of parenting and family relationship terminology.
3. Complete resource 3 to pretest your attitudes toward parenting.
4. View resource 3 to observe many reasons people give for wanting to have children.
5. Complete resource 5 to further your understanding of reasons for parenting.
6. View resource 6 to observe children's viewpoints on the role of parenting.
7. Complete resource 7 to increase your understanding of your own viewpoints on parenting.
8. After completing resource 7, proceed to resource 8.

RESOURCES

1. "Parenting Insights", publication B-377, by Johnson & Johnson Baby Products Company in the classroom file.
2. Activity Sheet 215-002-001 in this SLG and the classroom file.
3. Activity Sheet 215-002-002: Part I in this SLG and the classroom file.
4. "Parenthood: Myths and Realities" Filmstrip I by Guidance Associates (with record) shown by instructor or in the audiovisual room.
5. Activity Sheet 215-002-003: Part II in this SLG and the classroom file.
6. "Parenthood: Myths and Realities" Filmstrip II (with record) shown by instructor or in audiovisual room.
7. Activity Sheet 215-002-004 in this SLG and the classroom file.
8. MPO #3 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	002

Activity Sheet
215-002-001

"Parenting Insights"

Directions: Obtain a copy of "Parenting Insights", by Johnson and Johnson and a copy of this sheet from the classroom file. Complete this sheet and turn it in to the instructor to be checked.

1. "To have children is no big deal. It's only a few years until they can fend for themselves." Do you agree? disagree? discuss.

2. Compare the preparation for parenting couples have today with couples in past generations. Discuss the implications.

3. Define each of the following:
   a. Extended family:
   b. Nuclear family:

4. What are the responsibilities of parenthood?
   a. ______
   b. ______
   c. ______
   d. ______

5. Explain "maternal attachment".

6. Explain when "maternal attachment" may be difficult to attain.

7. What might be the results to the infant if maternal attachment is lacking?

DEPT	PROG	TASK	TPO	MPO
HE	GD	215	215	002

Activity Sheet
215-002-001

"Parenting Insights"

8. Explain the importance of infant-parent communication during the first six months.

9. List different ways a parent is a "teacher" even when the child is a baby.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

10. What are the advantages of a more active father role?

a.

b.

c.

d.

11. Explain how the "father role" is changing.

12. When it comes to mother working outside the home, sometimes women today feel torn in two directions. Explain both.

a. ______________________________

____

b. ______________________________

____

13. If a couple decides the mother will work outside the home, list some important "musts" to make the family work smoothly.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

Activity Sheet
215-002-001

"Parenting Insights"

14. What are the advantages of a mother leaving the working career until the children are through the early period of life?

15. What are the characteristics that are vital to being a "good parent"?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

Activity Sheet
215-002-002

"Parenthood Pretest"
and
"Why People Want Children"

Directions: Obtain a copy of this sheet from the classroom file. Place your answers in the left hand column. Then view the filmstrip "Parenthood: Myths and Realities" Part I. Now complete this sheet and turn it in to your instructor to be checked.

I Pretest:

- Place "A" in the blank on the left if you agree with the statement.

- Place "D" in the blank on the left if you disagree with the statement.

______ 1. Having a baby will give me an identity, will make me someone special, will make me feel needed. ______ 1.

______ 2. A child will give me something to do, something to love. ______ 2.

______ 3. Through a child, I can fulfill my dreams ______ 3.

______ 4. Having a baby will prove my femininity or my manhood and sexual maturity. ______ 4.

______ 5. Children will give me someone to boss around. ______ 5

______ 6. Children will keep my wife at home, and I'll be the only breadwinner in the family if we have children. ______ 6.

______ 7. My children will carry on the family name, and immortalize me. ______ 7.

______ 8. Having a child will make peace with society ---they expect it of us. ______ 8.

______ 9. Having a child allows us to remain "in" with our friends who have children. ______ 9.

______ 10. Our parents want grandchildren. ______10.

______ 11. Having a baby will stop rumors that one of us is sterile. ______11.

______ 12. Having a baby will hold our marriage together. ______12.

II. After thoughts:

After viewing Part I, answer the following questions:

1. Identify some of the views that the people in the filmstrip shared about parenting.

a.

b.

c.

d.

e.

f.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	002

Activity Sheet
215-002-002

"Parenthood Pretest"
and
"Why People Want Children"

2. At this stage of your life and your experiences with your own family and friends, what views do you personally hold about parenting. Discuss.

3. What are some "wrong" reasons for becoming parents?

   a.

   b.

   c.

4. Do you think children will affect or change your life? How?

5. Do you think raising a child is basically a woman's job? Why or why not?

6. Do you think wanting to be a mother or father is inborn? Why or why not?

7. It is said that parenthood is one of the most important jobs a person will ever do because of the influence on another human being. Yet in past generations very little training to prepare a person for the parenthood role was available. This is changing. Explain three sources of parenting training today.

   a.

   b.

   c.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	002

Activity Sheet
215-002-002

"*Parenthood Pretest*"
and
"Why People Want Children?

8. Now go back and retake the pretest. Cover the left hand column out of view and mark your answers in the right hand column.

9. How that you've been thinking about the role of parenting, discuss some change of views that you have experienced.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	002

Activity Sheet
215-002-003

"Parenthood: From the Child's Viewpoint"

Directions: Obtain a copy of this sheet from the classroom file. View the filmstrip "Parenthood: Myths and Realities" Part II. Complete this sheet and turn in to your instructor to be checked.

Part I Filmstrip II on Parenthood, looks at parenthood from the child's point of view. Briefly discuss the reason why each episode was shown on this filmstrip. What does the episode say to you?

a. hospital nursery:

b. consecration:

c. play pen:

d. learning to walk:

e. eating:

f. first day at school:

g. play at school:

h. shopping trip:

i. camping trip:

Activity Sheet
215-002-003

"Parenthood: From the Child's Viewpoint"

j. swim meet:

k. messy bedroom:

Part II

1. What do you think being a good parent means? How would good parents treat a child?

2. Would you raise your child differently from the way your parents raised you? If so, how?

3. Can your childhood experiences influence the kind of parent you will be? Give some examples.

4. What are some personality traits it takes to be a good parent? Underline the ones you possess.

Part III

Write a paragraph explaining how you would handle one of the following situations. Explain why you chose this course of action.

1. A destructive two-year-old, who has scribbled all over the wall.
2. A child who becomes hysterical whenever his parents are going out.
3. A child who refuses to go to school -- repeatedly -- claiming that he doesn't feel well.
4. A child who does poorly in school.
5. A twelve-year-old who wants to date.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	002

Activity Sheet
215-002-003

"Parenthood: From the Child's Viewpoint"

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	002

MICRO-PERFORMANCE OBJECTIVE #3

Identify the personal and family relationships that enhance parenting readiness.

LEARNING STEPS

1. Review resource 1 to identify the various types of love.
2. Listen to resource 2 to observe some examples of love before marriage.
3. Complete resource 3 to increase your understanding of how love should grow toward maturity during the premarital years.
4. Listen to resource 4 to observe some examples of the love relationship in some married couples.
5. Complete resource 5 to increase your understanding of the qualities of love relationships during the marriage.
6. Read and study resource 6 to observe some contemporary guidelines for young couples contemplating marriage.
7. Complete resource 7 to increase your understanding of the necessity of couples determining commitments before marriage in order to establish a sound family relationship.
8. Read resource 8 to observe an example of how the arrival of a baby affects the marriage.
9. Complete resource 9 to identify your understanding of how children affect the marriage and the importance of the couple setting parenting goals together
10. After completing resource 9, proceed to resource 10.

RESOURCES

1. Information Sheet 215-003-001 in this SLG and the classroom file.
2. Cassette Tape: "Love and Marriage" Part I by the instructor or in the audiovisual room.
3. Activity Sheet 215-003-002 in this SLG and the classroom file.
4. Cassette Tape: "Love and Marriage" Part II by the instructor or in the audiovisual room.
5. Activity Sheet 215-003-003 in this SLG and the classroom file.
6. "A Personal Marriage Contract" found in the classroom file.
7. Activity Sheet 215-003-004 in this SLG and the classroom file.
8. Case Study 25: "Maryanne and Louis" in the classroom file
9. Activity Sheet 215-003-005 in this SLG and the classroom file.
10. MPO #4 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	003

Information Sheet
215-003-001

Kinds of Love

Mother love is the first love a baby knows. The baby grows in the mother's uterus for nine months; following the separation of birth, mother is still there to unselfishly give, to hold the baby close, to comfort the cries, to keep the baby fed, clean and dry. Ideally, mother love is constant, all loving -- regardless of the child's mistakes. This love is either there or not there, it cannot be earned.

Father love is different. The father is a symbol of the distant outside universe, of thoughts, man-made wonders, of law and order, of discipline, adventure and travel to the growing child. This combination of father love and mother love help to form the basis for the child's conscience and guides later actions and decisions

Love of God Most people believe that individuals need to look beyond or past their family, home, and country. They need to think and question the universe. They need to pause and wonder at life eternal They must decide if they believe in God. They must realize that what is God or is not God depends on their own religious or lack of religious beliefs; their idea of God, their own culture, their own family, and their own personal form of idealism (perfection). Through spiritual understanding, the child learns to better understand himself/herself

Love of Self. Some people misunderstand and think that self love is wrong; that it is too conceited to be good Love is supposed to include: care, responsibility, respect, and knowledge Each person has a picture of himself/herself in his/her mind. This self-concept is very important. It is fashioned by the person's feelings about himself/herself and how he/she feels others see him/her. Self-respect means a person is proud and pleased with his/her self-concept He/she cares where he/she goes, who he/she is with and what he/she does. Self-understanding enables the person to clearly see his/her strengths and weaknesses. Through this knowledge, he/she can improve his/her personality and his/her dealings with others. Erich Fromm, a famous psychoanalyst, says self love cannot be separated from one's ability to give love to others.

Brotherly love. People are, with all their faults and limitations, the highest idea of Nature Throughout time, great thinkers, philosophers, and religious leaders have in their different ways encouraged men and women to love each other as brothers, to share good and conquer evil. People's ageless hope for freedom and peace with themselves and nature is slow in coming. But each time a person does a kindness to a neighbor, or better still, an enemy, this dream comes closer to reality.

Puppy love. During the years of pre-adolescence and early puberty, puppy love may occur. Girls have been aware of boys for some years, but now magically, a few more mature boys realize that girls aren't so bad. In fact, they are great fun to tease and torment. These first sexual awakenings are sometimes called "crushes" or "puppy love". It may be called this because, like a puppy, it is a gay, playful companionship. Sometimes this love is very one-sided. A girl or boy often falls madly in love with a person who does not even seem to realize they are alive. A girl's hero or idol worship of a singer or movie star is quite common too. This seems to bridge the years when boys are too involved with sports or gangs to be interested in girls. When couples do form, they often become very close and truly enjoy each other's company. This puppy love could continue and grow into romantic love.

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Activity Sheet
215-003-001

Kinds of Love

Romantic Love. When a man and woman are really in love they are "each-other centered." They care deeply for the other person. They wish to spend every possible moment together. There is much joy and closeness in their companionship, that small experiences, like walking in the rain or eating a hamburger, take on new and exciting meaning. They feel warm and special towards each other's feelings and actions. The partners become truly unselfish toward each other. There is a growing respect and confidence for each other. Giving up many of their own ideas and ways is part of making their partner happy. Jealousy and possessiveness, at times, creep into this relationship. If this romantic love is developing into mature love, solutions to these problems will be found. Their thoughts and shared experiences are very similar now. They have strong emotional and physical desire to express their love. The wise couple discusses sexual behavior and decides on their course of behavior. One partner does not take advantage of the other, because he/she does not want to do anything to risk destroying this valuable partnership. If the couple has gained: (1) confidence, (2) empathy (understanding of the other person), and (3) trust, their unselfish love has a good chance of becoming a permanent relationship which could well continue into a happy, rewarding marriage.

Mature Love. Mature love may still be romantic; but it is more lasting and realistic. It is less demanding, less exclusive, and more tolerant than romantic love. There is still a strong element of idealization; each believes that he/she has the best spouse in the world, or at least the best for him/her. Shortcomings are generously overlooked and desirable traits are valued and praised. The romantic ideal of exclusiveness remains so far as sexual love of another adult of the opposite sex is concerned, inclusive of physical contacts and sexual relations. But jealousy of contacts with those of one's own sex or of the married couple with other couples is eliminated. Replacing some of the romantic love and supplementing what remains is the growth of a new relationship that usually has its inception before marriage during the period of serious courtship and engagement. The new love is directed not toward the emotions responded and self-satisfactions of romantic love but toward the building of a mutual pattern of life, not limited to the present but extending into the indefinite future. Personality traits that are conducive to joint living gain in value, such as dependability, self-reliance, cooperativeness, sympathy, and unselfishness.

Notice how the emphasis of love changes as the individual changes from a child, to a teen, to an adult. Thus love matures. However, age does not guarantee mature love. Sometimes even adults show signs of a less mature level of love.

- Love to a small child is warmth, security, understanding and comfort.
- Love to a teenager is infatuation in doing new experiences each day--such as having a deep affection or a fond and tender attachment to someone.
- The shift in emphasis is symbolized by the girl's willingness to forego expensive dates in favor of a growing bank account and the man's interest in the girl's ability to make a home. The emotions of this new relationship are less highly keyed than those of roantic love. They are expressed by such words as companionship, partnership, mutual helpfulness, sympathy and tenderness.
- Love to an adult is a shared experience between two persons that are giving and receiving. It's comfort, understanding, warmth and being able to enjoy each other as an individual apart from themselves.

What other types of love can you think of that are not listed on this sheet?

Activity Sheet
215-003-002

"Love Before Marriage"

Directions: Obtain a copy of this sheet from the classroom file. Listen to the tape "Love and Marriage": Part I. Complete this sheet and turn in to the instructor to be checked.

Part I: Write a brief description of each of the 3 couples.

Cindy & Jeff:

Sam & John:

Peter & Debbie:

Part II: Answer the following questions.

1. What did Cindy and Jeff think about love?

2. How does parental love differ from teen love?

   Parental:

   Teen:

3. Compare Cindy & Jeff original ideas of love with their more mature ideas.

4. Where do we get our ideas about what "love" really is?

   a.

   b.

   c.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	003

Activity Sheet
215-003-002

"Love Before Marriage"

5. What are the advantages of "going steady"?
   a.
   b.
   c.

6. What are the disadvantages of "going steady"?
   a,
   b.
   c.

7. What reasons did Sam & John have for liking each other?
   a.
   b.

8. What frustrations came from John & Sam living together before marriage?

9. What conclusion would you draw about this situation?

10. What did engagement do for Peter & Debbie?
   a.
   b.
   c.

11. What are the advantages of an "engagement"?
   a.
   b.
   c.

Activity Sheet
215-003-002

"Love Before Marriage"

12. What is the difference between "infatuation" and "mature love"?

Infatuation:

Mature love:

13. Love is more than on the surface. It is a growing relationship with someone. Write a paragraph explaining how teenagers can use their teen years to help them develop attitudes toward love that will enhance a sound, happy marriage in the future.

Activity Sheet
215-003-003

"Love During Marriage"

Directions: Obtain a copy of this sheet from the classroom file. Listen to the tape "Love and Marriage": Part II. Complete this sheet and turn it in to the instructor to be checked.

Part I Write a brief description of each of the 3 couples.

Denise & Neil:

Jim & Joan:

Mildred & Bill:

Part II Answer the following questions.

1. What are the 5 major areas of stress in a marriage?
   a.
   b.
   c.
   d.
   e.
2. How and why does a marriage change the personalities of the couple?
3. Why is it important for a couple to consider personal goals before marriage?
4. How did personal goals become a problem in Denise and Neil's marriage?

Activity Sheet
215-003-003

"Love During Marriage"

5. What were Jim & Joan's romantic ideas about marriage?
    a.
    b.
    c.
    d.

6. How can sexual-need differences cause problems in a marriage?

7. How can sex be wrongly used in a marriage?

8. How can parenthood affect the marriage?

9. What adjustments can parenthood bring to a marriage?

10. How did Mildred and Bill find in-laws a problem in their marriage?

11. Can a marriage after 20 years still be romantic?

12. Which of the couples would you say had a more mature love?

13. How can work affect a marriage?

14. How can money usage affect a marriage?

15. What is the key to marital problem solving?

Activity Sheet
215-003-003

"Love During Marriage"

16. What are some musts to a growing marital relationship?

    a.

    b.

    c.

    d.

    e.

17. "Almost always a good marriage doesn't just happen, it takes preparation and hardwork." Write a paragraph defending this statement.

Activity Sheet
215-003-004

"A Personal Marriage Contract"

Directions: Obtain a copy of "A Personal Marriage Contract" from the classroom file and a copy of this sheet. Complete the sheet and turn in to the instructor to be checked.

Read the Marriage Contract written as a set of contemporary guidelines for young people who are contemplating marriage. Think about the consequences of the various promises or statements that are made. You will find parts you can and parts you can not accept. The purpose of this assignment is for you to identify some of the responsibilities and commitments you need to think about before the wedding day. These commitments will influence you as a spouse and a parent. Thus they will build a sound, happy united family. Remember this contract is not "right" for any one of you. You and your future spouse would need to set your own set of commitments.

List several statements or promises you agree with (you personally could promise your spouse)	Tell why you agree with it

Now list several statements you personally could not make as a promise to your spouse	Tell why you disagree with it and how you would change it.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	003

Activity Sheet
215-003-005

"Case Study 25: Maryanne and Louis"

Directions: Obtain a copy of the Case Study 25 and this sheet from the classroom file. Read the Case Study and complete this sheet. Turn it in to the instructor to be checked.

Write 4 paragraphs in response to the following statements. One paragraph for each.

1. It is basically the duty of the mother to provide for the rearing of her children.

2. A father must make it a point to spend time with his children from a very early age in order for them to grow and develop properly.

3. Parents should not be expected to give up their freedom to care for their children.

4. The topic of having children should be approached long before the doctor says "Yes, your pregnancy test is positive."

DEPT.	PROG	TASK	TPO	MPO

MICRO-PERFORMANCE OBJECTIVE #4

Identify the things to be considered before making a parenting commitment.

LEARNING STEPS	RESOURCES
1. Read resource 1 to identify the considerations necessary for a couple to prepare themselves to become parents.	1. Koschnick, Kay, Having a Baby, Ch. 5, pg. 111-129, Pearce Text.
2. Complete resource 2 to increase your understanding of parenting preparation.	2. Activity Sheet 215-004-001 in this SLG and the classroom file.
3. View resource 3 to observe some considerations to be thought about when deciding about parenting.	3. Filmstrip-Cassette by Parents' Magazine Films, "Prenatal Care: Preparing for Parenthood" Film #1 "Beginning a Family" shown by the instructor or in the audiovisual room.
4. Complete resource 4 to increase your understanding of parenthood readiness.	4. Activity Sheet 215-004-002 in this SLG and the classroom file.
5. Complete resource 5 to calculate the cost of rearing a child to age 18.	5. Activity Sheet 215-004-003 in this SLG and the classroom file.
6. Read resource 6 to increase your understanding of the importance of a parenting commitment.	6. "A Child's Ten Commandments to Parents" in the classroom file.
7. After completing resource 6, proceed to resource 7.	7. MPO #5 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	004

Activity Sheet
215-004-001

"The Baby and the Family"

Directions: Obtain a copy of this sheet from the classroom file. Read the text Having a Baby, Ch. 5, pg. 111-129. Answer the questions on this sheet and turn it in the instructor to be checked.

1. Discuss the feelings one might experience at each of these times.

   a. When the woman finds out she is pregnant:

   b. When the baby is growing inside the womb:

   c. When the woman's body image is changing:

   d. When the man finds out he is going to be a father:

   e. When the other children in the family find out they are receiving a new brother or sister:

   f. When you are in the middle of a career and the woman finds out she is pregnant:

   g. When the couple thinks about the pregnancy costs:

2. List some costs involved in having a baby.

   a.

   b.

   c.

   d.

   e.

   f.

DEPT	PROG	TASK	TPC	MPC

Activity Sheet
215-004-001

"The Baby and the Family"

3. How will the woman "feel" after the baby arrives?
   a.
   b.
   c.
   d.
   e.

4. Don't expect for the baby to do a lot at first. What should you expect the baby to do?
   a.
   b.
   c.
   d.

5. There will be changes in the couple's life once the baby comes. How can a father feel more like a part of his family?

6. How can the children be encouraged to share in this increasing family image?

7. How will the baby change the couple's relationship with relatives?

8. How will a child change the couple's friends and social life?

9. What must be considered when the woman is making a decision whether to return to work?

10. What should determine the number of children a couple has?

11. Will too much love spoil a child?

DEPT	PROG	TASK	TPO	MPC

Activity Sheet
215-004-001

"The Baby and the Family"

12. Discuss this statement: "Parenthood won't be easy, but can make your life happy.

Activity Sheet
215-004-002

"Beginning a Family"
Film Review

Directions: Obtain a copy of this sheet from the classroom file. View the Parent's Magazine Film "Prenatal Care: Preparing for Parenthood" Film I - Beginning a Family. Discuss the following questions. Turn your completed work in to the instructor to be checked.

The beginning of a family starts long before the birth of a baby. The anticipation of pregnancy carries with it major psychological factors that will not only influence the couple, but will affect the individual as well. Both partners, who have their own concepts of parenting, will bring these forces into play as they look forward to extending their lives to include others.

1. What major issues should one consider when thinking about becoming parents?

2. How do one's own personal childhood experiences influence one's feelings about becoming parents?

3. While most couples look forward to the birth of a new baby, emotions can be quite mixed. What might be the cause of these mixed feelings?

4. Despite the fact that a woman carries the pregnancy, it has often been said that the "father-to-be" becomes psychologically pregnant. What is meant by this?

5. How does the availability of birth control procedures and the new abortion law influence a couple's decision to start a family?

Activity Sheet
215-004-002

"Beginning a Family"
Film Review

6. When a couple decides to have children, what might be their motivation for this? Can people have children for "unhealthy" reasons?

DEPT	PROG	TASK	TPC	MFC
HE	CD	215	215	004

Activity Sheet
215-004-003

"Figuring Living Costs"

Directions: Obtain a copy of this sheet from the classroom file. Calculate the cost of one child for 1 year and the total cost for 18 years. Then figure what your parents have spent on you to your present age.

I. Calculating cost of child for 1 year and 18 years.

Directions: Figure out how much it costs to raise a child each year. You will multiply "amount" x "time" and put it in "total for 1 year." To find the amount for a person 18 years old, multiply the amount you put in "Total for 1 year" x the number of years given. Put that amount in "Total for 18 years."

Item	Amount Per Month	Times the Number of Months	Total for One Year	Times the number of Years	Total Cost for 18 Years
Food at home	$76 per mo.	12 months		18	
Food away from home	$ 8 per mo.	12 months		18	
Clothing	$25 per mo.	12 months		18	
Education K-12 *	$ 9 per mo.	10 months		13 **	
Room	$100 per mo.	12 months		18	
Medical-Dental	$15 per mo.	12 months		18	
Transportation	$42 per mo.	12 months		18	
Misc.	$34 per mo.	12 months		18	
		TOTAL FOR ONE YEAR		TOTAL FOR 18 YEARS	

* (Extra for training or College)

** (0 - 5, not in school)

Activity Sheet
215-004-003

"Figuring Living Costs"

II. How much have you cost your parents up to now?

1. How much does it cost to raise one child for one year? ____________________
2. How old are you now? ____________________
3. How much has it cost to raise you up to now? ____________________
(Multiply total for 1 year x your age. Then subtract $450 since you did not have education costs for the first 5 years of your life.)

MICRO - PERFORMANCE OBJECTIVE #5

Identify the qualities, attitudes and traits that increase parenthood readiness.

LEARNING STEPS

1. Review resource 1 to prepare for the evaluation of your understanding of parenthood readiness.
2. When you are ready to be evaluated, ask your instructor for resource 2.
3. After discussing the evaluation with the instructor, proceed to the next selected learning guide.

RESOURCES

1. All MPO's in this SLG.
2. Written Criterion Exam 215 from the instructor.
3. Instructor.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	005

PROGRAM Child Development

CRITERION EXAM

TASK # 215

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON the qualities, attitudes and traits that increase parenthood readiness.

Part I Each of the statements below is true or false. Place the letter T if it is true or F if it is false in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST.

Part II **Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. *DO NOT WRITE ON THIS TEST! To master this exam you must answer** 33 **out of** 44 **items correctly, (** 75 **%).**

* Part III Read the case study. Answer the questions as best you can to cover the topic of parenthood readiness. Your explanation will determine the accuracy of your answer. Each question is 1 point credit. Place answers on the ANSWER SHEET. DO NOT WRITE ON THIS TEST,

DEPT.	PROG	TASK	TPO	MPO
HE	CD	215	215	005

Criterion Exam 215

Part I Each statement below is true or false. Place the letter "T" if it is most nearly true or "F" if it most nearly false, in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS SHEET.

1. Parents of children in the past loved their children less than parents today.
2. Your ancestors have influenced you as a person, even though they died before you were born.
3. People tend to treat children the opposite way their parents treated them.
4. A couple's health insurance always covers a baby from birth.
5. By learning about children, you will understand yourself better.
6. A child's family is usually the most important outside influence on the child's development.
7. Many people imitate their own parents' behavior when they have children.
8. A "lump sum" charge for the doctor's care during pregnancy means that the entire bill must be paid at the time of delivery.
9. The twentieth century is sometimes called "century of the child" because there are more children today than in the past.
10. Parenting is a natural skill that comes with having a baby.
11. One of the benefits from studying children is to help in career selection.
12. Life is ever changing, but people have some areas of their person that never change.
13. Do not cuddle a baby too much or you will spoil him.
14. An excellent quality in a good parent is patience.
15. A good reason for having children is to hold a marriage together.

Part II Directions: Each of the questions or incomplete statements below is followed by several words, phrases or numbers. Choose the one which best answers the question or statement correctly. Place the choice A, B, C, D, in the numbered blank space on your ANSWER SHEET.

16. Culture refers to
    A. area you live in.
    B. nationality.
    C. marriage of mixed religions.
    D. the way a group of people act and think.
17. The nuclear family has the disadvantage of
    A being so large.
    B. living in a dangerous environment
    C. not having experienced older members.
    D. none of the above.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	005

18. Your grand aunt is
    A. your brother's wife's aunt.
    B. your grandmother's sister.
    C. your mother's sister.
    D. not listed above.

19. Your second counsin is
    A. your aunt's granddaughter.
    B. your cousin's daughter.
    C. your father's niece.
    D. your grand uncle's daughter.

20. What could prevent a child from growing up emotionally and becoming independent?
    A. Mothering
    B. Over-mothering
    C. Personality
    D. Trust

21. Important influences on your personal development include all of the following except one.
    A. The customs of the society in which you live
    B. The peer groups to which you belong
    C. The season of the year
    D. Your parents' moral values

22. All of the following are characteristics of human development except one.
    A. Development is influenced by outside forces
    B. Development is united
    C. Development occurs at a fixed rate
    D. Development repeats itself

23. The greatest influence on pre-schooler's life is
    A. church.
    B. home.
    C. neighborhood.
    D. school.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	005

24. The extended family includes
    - A. grandparents, uncles or whoever shares the same home.
    - B. mother and father only.
    - C. one parent remarried and having two sets of children.
    - D. parents and children only.

25. Engagement is a good time to do all but one of the following.
    - A. Become acquainted with friends and family
    - B. Become pregnant
    - C. Learn about attitudes toward parenting
    - D. Learn about each other's goals

26. All but one of the following are considered the five most major areas of stress in a marriage.
    - A. Household management
    - B. Money
    - C. Parenting
    - D. Sex

27. All but one of the following are most likely to bring mixed emotions when you find out you are pregnant.
    - A. Will I be a good parent?
    - B. Will I be able to endure delivery?
    - C. Will the baby be as cute as Susie's little girl?
    - D. Will the baby be healthy?

28. The cost of rearing a child in the 70's was close to
    - A. $15,000.
    - B. $35,000.
    - C. $55,000.
    - D. $75,000.

29. The father's parenting role
    - A. is changing from bad to worse.
    - B. is decreasing in importance.
    - C. is increasing in importance.
    - D. is really not important to the child's life.

30. The most important concern of a working mother is
    - A. to find time to do all the necessary chores.
    - B. to have good working hours.
    - C. to receive good wages.
    - D. to select an excellent person to care for her child.

31. All of the following except one are the most important things you can give your children.

    A. Excessive toys

    B. Love

    C. Proper physical care

    D. Understanding

32. Mature love has all the following qualities except one.

    A. Growing understanding of differences

    B. Physical love above all else

    C. Sacrificing one's own desires

    D. Willingness to listen to the other side

33. A child who is treated with love and given comfort will develop a sense of

    A. fear.

    B. inactivity.

    C. overmothering.

    D. trust.

34. A child's personality pattern is often indicated and often set by age

    A. 3 months.

    B 2 years.

    C. 10 years.

    D. 15 years.

35. A child's development is

    A. determined solely by environment.

    B. determined solely by heredity.

    C. determined greatly by environment.

    D. not influenced by heredity.

Part III Read the Case Study. Answer the questions as best as you can to cover the issue of parenthood readiness. Your explanation will determine the accuracy of your answer. Each question is 1 point credit. Place answers on the ANSWER SHEET. DO NOT WRITE ON THIS TEST.

I. Judy and Jeff had been married about 3 years when Judy became pregnant. Both have very good jobs and they earn more money than needed to live comfortably; in fact Jeff's income would support them nicely. Judy told Jeff that she did not plan to quit her job; she just planned to take the 3 months maternity leave, and then hire a babysitter to take care of the baby when she went back to work. Jeff rebelled and said that he would not stand for it, and expected Judy to stay home. Judy and Jeff argued for over an hour about this until Judy stormed out of the apartment and went for a walk.

What are two problems that you can see for Judy and Jeff?

1.

2.

Defend Judy's decision.

3.

Argue Judy's decision.

4.

Defend Jeff's reaction.

5.

Argue Jeff's reaction.

6.

Discuss what kind of an affect this situation might have on the baby now and after the birth.

7. Now -

8. After birth -

How might this problem have been prevented?

9.

DEPT	PROG	TASK	TPO	MPO
HE	CD	215	215	005

Criterion Exam 215

Name ______________________________

STUDENT ANSWER SHEET

Part I

______ 1.
______ 2.
______ 3.
______ 4.
______ 5.
______ 6.
______ 7.
______ 8.
______ 9.
______ 10.
______ 11.
______ 12.
______ 13.
______ 14.
______ 15.

Part II

______ 16.
______ 17.
______ 18.
______ 19.
______ 20.
______ 21.
______ 22.
______ 23.
______ 24.
______ 25.
______ 26.
______ 27.
______ 28.
______ 29.
______ 30.
______ 31.
______ 32.
______ 33.
______ 34.
______ 35.

Part III

1. ____
____
2. ____
____
3. Defend: ____
____
4. Argue: ____
____
5. Defend: ____
____
6. Argue: ____
____
7. Now: ____
____
8. After: ____
____
9. ____
____

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DEPT	PROG	TASK	TPO	MPO

Criterion Exam 215

Teacher Answer Key

PART I

1. F
2. T
3. F
4. F
5. T
6. T
7. T
8. F
9. F
10. F
11. T
12. T
13. F
14. T
15. F

PART II

16. D
17. C
18. B
19. D
20. B
21. C
22. C
23. B
24. A
25. B
26. A
27. C
28. C
29. C
30. D
31. A
32. B
33. D
34. B
35. C

PART III (answers will vary)

1. Marital problems
2. Parenting problems
3. DEFEND: Parenthood & Career can work but with work!
4. ARGUE: Better for young child to have parent due to importance of early development and environmental effects.
5. DEFEND: The father feels child needs one parent's hourly influence.
6. ARGUE: Parenthood is a 2-way street; both must work it out, not just one side.
7. NOW: Emotions can affect the pregnancy welfare of mother and baby.
8. AFTER: Conflicting parents can affect child's physical and emotional welfare.
9. Communication before marriage and during on a regular basis.

COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task Identify the special needs created by a teenage pregnancy.

Purpose Pregnancy brings about changes to both the woman's body and the couple's relationship. If the pregnancy occurs during the teen years, there is even greater stress brought about. This can include fears, financial problems, responsibilities taken before maturity level is high enough to meet them well, and social and emotional problems.

More than one million teenagers have babies each year. A teenage mother usually drops out of school and/or can't find a job. Ninety percent (90%) of these are locked into a poverty level for a long time. Teenage pregnancies can also increase medical problems to mother and fetus. The pregnant teenager has many decisions to face. These are apt to bring about personal and family tensions. This task will help you to explore the problems created by pregnancy during the teen years.

Child Development

Program	Task	Est. Time	Prereq.
CD	217	12 hours	215,221,222

June, 1983

LEARNING CONTRACT

1 STUDENT DATA

NAME ______________________ SOCIAL SECURITY NUMBER ______________________

LENGTH OF CONTRACT (NORMAL TIME IN HOURS) ______________________

2 TERMINAL PERFORMANCE OBJECTIVE

Given a criterion exam, identify the special needs created by a teenage pregnancy. To master this task, you must achieve 33 our of 44 or 75% correct on the exam.

2a MICRO—PERFORMANCE OBJECTIVE(S)

1. Identify the multitude of concerns evolved around a teenage pregnancy.
2. Identify the medical and health problems associated with a teenage pregnancy.
3. Investigate the financial pressures incurred by a teenage pregnancy.
4. Identify the alternatives available to a pregnant, unmarried teenage couple.
5. Identify the special needs created by a teenage pregnancy.

3 AGREEMENT

I, ______________________ agree to complete the above stated terminal performance requirement within ______________________ to ______________________. I further recognize that the conditions of the contract (performance and time agreement) report my ability to perform the requirements of the occupation and record my progress.

____
Student's Signature

DEPT	PROG	TASK	TPO
HE	CD	217	217

____
Instructor's Signature
(verifies competency)

MICRO - PERFORMANCE OBJECTIVE #1

Identify the multitude of concerns evolved around a teenage pregnancy.

LEARNING STEPS	RESOURCES
1. Review resources 1A, B, C & D to gain a better over-all understanding of the magnitude of the problems with a teenage pregnancy.	1A. Brisbane, Holly E., The Developing Child, Third Edition, pg. 94-97, Pearce text. B. March of Dimes Filmstrip-Cassette "Let's Talk About You" by the instructor or in the audio-visual room. C. The Butterick Publishing Co filmstrip-cassette "Ready for Parenthood?" by the instructor or in the audio-visual room. D. "Children Bear Children" from Teen Magazine in classroom.
2. Complete resource 2 to identify the conflicts encountered when teens have parenting responsibilities.	2. Activity Sheet 217-001-001 in this S.L.G. and the classroom file.
3. Complete resources 3A and B to increase your vocabulary with terms associated with teenage pregnancy.	3A. Activity Sheet 217-001-002 in this S.L.G. B. Activity #2 from Butterick Publishing Co. "Ready for Parenthood?" in the classroom file.
4. Review resources 4A and B to gain better insight into the relationships of all the persons affected by the teenage pregnancy.	4A. "The Teenage Father" film by the instructor or in the audio-visual room. B. "If They Had Only Waited", Reader's Digest, January, 1965.
5. Complete resource 5 to identify the way various persons are affected by the teenage pregnancy.	5. Activity Sheet 217-001-003 in this S.L.G. and the classroom file.
6. After completing resource 5, proceed to resource 6.	6. MPO #2 in this S.L.G.

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	001

ACTIVITY SHEET
217-001-001

Conflicts Met When Teens Have Parenting Responsibilities

Directions: After viewing March of Dimes filmstrip "Let's Talk About You" and the Butterick Publishing filmstrip "Ready for Parenthood?", obtain a copy of this sheet from the classroom file. Turn the completed sheet in to the instructor to be checked.

Brainstorm Activity:

1. Record words that come to your mind when you think about each of these stages of life. Do each stage separately. Remember, to brainstorm you should record each idea, even though it seems inappropriate at the moment.

Baby	Teenager	Adult

2. Now reflect upon the thoughts you have concerning each stage. Make some summarizing statements about the characteristics of each life stage. An example has been given to you.

Baby Stage: 1. (example) Dependency on others to meet needs.

2. ____

____

3. ____

____

4. ____

____

DEPT.	PROG	TASK	TPO	MPO
HE	CD	217	217	001

ACTIVITY SHEET
217-001-001

Conflicts Met When Teens Have Parenting Responsibilities

Teenage Stage: 1. (example) Preparing for a job or career.

2. ______________________________
3. ______________________________
4. ______________________________

Adult Stage: 1. (example) Participating in community-world responsibilities.

2. ______________________________
3. ______________________________
4. ______________________________

3. Now examine the baby stage and reflect upon the parenting role and its responsibilities. Make a list of parenting responsibilities to meet a baby's needs.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

ACTIVITY SHEET

217-001-001

Conflicts Met When Teens Have Parenting Responsibilities

4. Now compare these responsibilities to the characteristics of the "teenage" and "adult" stages. In what ways would these "baby" parenting responsibilities help or hinder the fulfillment of the "teenage" stage.

    1.

    2.

    3.

    4.

    5.

    6.

    7.

    8.

    9.

    10.

5. Write a summarizing paragraph about how you personally feel about taking on the parenting role during your teen years. Are you ready?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	217	217	001

ACTIVITY SHEET
271-001-002

Ready for Parenthood?

Directions: After viewing the filmstrip "Ready for Parenthood?", Butterick Publishing Company, obtain a copy of Activity Sheet 2 - "Find the Words". When completed, turn the sheet in to your instructor to be checked.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	217	217	001

ACTIVITY SHEET
217-001-003

"Who Does a Teenage Pregnancy Affect?"

Directions: After viewing the film "The Teenage Father", and reading "If They Had Only Waited", Reader's Digest, January, 1965, obtain a copy of this sheet from the classroom file. Turn your completed sheet to the instructor to be checked.

We know that a teenage pregnancy affects the lives of many . . . not merely the pregnant girl and her boy friend. Now that you have seen the film and filmstrips on teenage pregnancies, discuss how each of the following persons are affected. What feelings and concerns might each have. Remember the girl is 15 and the boy is 17.

I. How might these people react and how might their lives be changed?

GIRL	BOY
GIRL'S MOTHER	BOY'S MOTHER
GIRL'S FATHER	BOY'S FATHER

ACTIVITY SHEET
217-001-003

"Who Does a Teenage Pregnancy Affect?"

GIRL'S BROTHER OR SISTER	BOY'S BROTHER OR SISTER
GIRL'S BEST FRIEND	BOY'S BEST FRIEND
GIRL'S CLASSMATES	BOY'S CLASSMATES
GIRL'S RELATIONSHIP TO HER BOYFRIEND	BOY'S RELATIONSHIP TO THE GIRL

ACTIVITY SHEET

217-001-003

"Who Does a Teenage Pregnancy Affect?"

List some ways these feelings and concerns might be eased.

1.

2.

3.

4.

5.

II. Now let's not forget that the baby also has concerns. What might be some concerns and problems that this baby to teenage parents might experience during its early childhood?

1.

2.

3.

4.

5.

6.

7.

8.

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	001

MICRO - PERFORMANCE OBJECTIVE #2

Identify the medical and health problems associated with a teenage pregnancy.

LEARNING STEPS	RESOURCES
1. Review resource 1 to observe the medical statistics related to teenage pregnancy.	1. March of Dimes filmstrip cassette, "Let's Talk About You" by the instructor or in the audio-visual room.
2. Complete resource 2 to increase your understanding of the medical statistics evolved around a teenage pregnancy.	2. Activity Sheet 217-002-001 in this S.L.G. and the classroom file.
3. Review resources 3A, B and C to observe the medical risks in teenage pregnancy.	3A. March of Dimes "Teenage Pregnancy," Bulletin 30. B. Reprint from Contemporary Ob/Gyn, McGraw-Hill, June, 1975 "Pregnancy in Adolescents: Scope of the Problem" C. Brisbane, Holly E., The Developing Child, pg. 94-97, Pearce text.
4. Complete resource 4 to identify the medical high risks to mother and baby of a teenage pregnancy.	4. Activity Sheet 217-002-002 in this S.L.G. and the classroom file.
5. After completing resource 4, proceed to resource 5.	5. MPO #3 in this S.L.G.

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	002

ACTIVITY SHEET
217-002-001

"LET'S TALK ABOUT YOU"

Directions: After viewing the March of Dimes filmstrip-cassette "Let's Talk About You", ask the instructor for a set of flash cards. Obtain a copy of this activity sheet from the classroom file. Hand the completed sheet to the instructor to be checked.

Each card describes some statistical data concerning teenage pregnancies. Study the cards and determine which statements are true and which are false. Record your responses on this paper.

1. ____________________ 4. ____________________

2. ____________________ 5. ____________________

3. ____________________ 6. ____________________

Compare your answers to the master key from the instructor. Now respond to the following questions:

1. Which of these statistics are most meaningful to you?

2. Which statistics were most surprising to you?

3. Rewrite each statistic correctly and calculate each statistic in reference to a class size of say 25 students.

ACTIVITY SHEET
217-002-001

"LET'S TALK ABOUT YOU"

Statistic	Compared to a Class of 25
I.	______
II.	
III.	
IV.	
V.	
VI.	

ACTIVITY SHEET
217-002-001

"LET'S TALK ABOUT YOU"

4. Write a summarizing paragraph about how we can influence the outcome of our own health and that of our offspring.

ACTIVITY SHEET
217-002-002

"Medical High Risks in a Teenage Pregnancy"

Directions: Read these articles:

1. "Teenage Pregnancy", March of Dimes Bulletin 30.
2. "Pregnancy in Adolescents: Scope of the Problem", Contemporary Ob/Gyn, McGraw-Hill Publication, June 1975.
3. Ch. 4, pg. 94-97, The Developing Child, text.

Obtain a copy of this sheet from the classroom file. Turn the completed sheet to the instructor to be checked.

I. The number of live births to American teenagers is nearly ________________ per year! Why is adolescent pregnancy considered a crisis?

List the health risks associated with teenage pregnancy:

RISKS TO THE MOTHER	RISKS TO THE BABY
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	217	217	002

ACTIVITY SHEET
217-002-002

"Medical High Risks in a Teenage Pregnancy"

II. Inadequate prenatal care accentuates the problems in a teenage pregnancy. List some reasons for the inadequate prenatal care and some benefits from early prenatal care.

REASONS FOR INADEQUATE PRENATAL CARE	BENEFITS FROM EARLY PRENATAL CARE
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

III. Draw three concluding statements about what you have learned about the increased health risks brought about by a pregnancy in the teen years

MICRO-PERFORMANCE OBJECTIVE #3

Investigate the financial pressures incurred by a teenage pregnancy.

LEARNING STEPS	RESOURCES
1. Read resource 1 to have an over-all view of the expenses incurred by parenthood.	1. Brisbane, Holly E., The Developing Child, Third Edition, pg. 58-67, Pearce text.
2. Complete resource 2 to identify the medical expenses when having a baby especially during the teen years.	2. Activity Sheet 217-003-001 in this S.L.G. and the classroom file.
3. Using resources 3A and B, complete resource 3C to identify the cost of a layette for the first baby.	3A. Resource 1 above. B. "Planning a Layette", Proctor and Gamble Co., in the classroom file. C. Activity Sheet 217-003-002 in this S.L.G. and the classroom file.
4. Complete resource 4A and B to increase your knowledge about the costs incurred in a pregnancy and parenthood.	4A. Activity Sheet 217-003-003 in this S.L.G. B. Activity #3 from Butterick Publishing's "Ready for Parenthood?", in classroom file.
5. After completing resource 4, proceed to resource 5.	5. MPO # 4 in this S.L.G.

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	003

ACTIVITY SHEET
217-003-001

"Medical Expenses When Having a Baby"

Directions: Obtain a copy of this sheet in the classroom file. Turn the completed sheet to the instructor to be checked.

Research the medical costs incurred in having a baby. Ask recently new mothers about some updated figures. If you know a doctor or nurse, these people would also be excellent resources.

	AMOUNT?	WHAT ALL IS INCLUDED?
1. Doctor Fee		
2. Hospital Fees		
3. Nursery Room Fee		
4. Pediatrician Fee		
5. Incubator Fee (if necessary)		

We know that a teenage pregnancy is high risk medically speaking. List some additional expenses that might occur:

1.

2.

3.

4.

Are teenage pregnancies covered by medical insurance? Check with various people to see how their policies read. Record your findings below:

1. ______________________:
2. ______________________:
3. ______________________:
4. ______________________:

DEPT.	PROG	TASK	TPO	MPO
HE	CD	217	217	003

ACTIVITY SHEET
217-003-002

"Layette Costs"

Directions: Obtain a copy of this sheet from the classroom file. Determine the cost of a layette for a first child. You may visit a local store for your pricing, or you may use a current mail order catalog. To help determine the minimum needs you may refer to your "Developing Child" text pg. 58-67 and the "Planning a Layette" sheet by Proctor and Gamble Co. found in the classroom file. Be sure to identify your source of pricing to determine total cost from each unit price, and to tally a grand total for the layette.

ITEM	AMOUNT NEEDED	UNIT PRICE	TOTAL COST	LOCATION OF PRICING
Clothing				
Sleeping Needs				
Diapering + Needs				
Bathing				

Sub-Total ____________

DEPT.	PROG	TASK	TPO	MPO
HE	CD	217	217	003

ACTIVITY SHEET
217-003-002

"Layette Costs"

ITEM	AMOUNT NEEDED	UNIT PRICE	TOTAL COST	LOCATION OF PRICING
Optional Equipment				

TOTAL ______________

Now list some practical ways that the layette costs might be reduced. Be realistic - - - you can't borrow everything nor will you receive all gifts!

1.

2.

3.

4.

5.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	217	217	003

ACTIVITY SHEET
217-003-003

"How Much Does It Cost To Have A Baby?"

Directions: Obtain a copy of Butterick Publishing "Ready for Parenthood?" Activity Sheet #3 from the file. Research the information and turn the completed sheet to the instructor to be checked.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	217	217	003

MICRO - PERFORMANCE OBJECTIVE #4

Identify the alternatives available to a pregnant unmarried teenage couple.

LEARNING STEPS		RESOURCES
1. Read resources 1A and B to have general knowledge of the problems and decisions to be made by a pregnant, unmarried teenager.	1A.	Koschnick, Kay, Having a Baby, Ch 6, pg. 131-147, Pearce text.
	B.	Brisbane, Holly E., The Developing Child, Ch. 4, pg. 94-97, Pearce text.
2. Complete resource 2 to increase your understanding of the decision making necessary for a pregnant, unmarried teenager.	2.	Activity Sheet 217-004-001 in this S.L.G. and the clasroom file.
3. Complete resources 3A, B and C to increase your understanding of how to evaluate the alternatives available to a pregnant, unmarried couple.	3A.	Activity Sheet 217-004-002 in this S.L.G. and the classroom file.
	B.	Activity #5 from Butterick Publishing Co., "Ready for Parenthood?" in classroom file.
	C.	Activity #6 from Butterick Publishing Co., "Ready for Parenthood?" in classroom file.
4. Complete resources 3A, B, C and proceed to resource 4.	4.	MPO #5 in this S.L.G.

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	004

ACTIVITY SHEET
217-004-001

"Pregnant and Unmarried"

Directions: Read Ch. 6, 131-147, Having a Baby text and Ch. 4, pg. 94-97, Developing Child, etc. Obtain a copy of this sheet from the classroom file. Answer the questions and turn the completed sheet to the instructor to be checked.

1. What is the first thing to do if you think you are pregnant and you're not married? Why?

2. Where can you go to get a pregnancy test?

3. What are some signs that might indicate to you that you are pregnant?

   a.

   b.

   c.

4. What are some ways a doctor knows you are pregnant?

   a.

   b.

5. What are some immediate decisions to be made?

   a.

   b.

   c.

   d.

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	004

ACTIVITY SHEET
217-004-001

"Pregnant and Unmarried"

6. Where can you seek help?

a.

b.

c.

d.

e.

f.

g.

7. What are some things to consider to help you answer the question, "Is marriage the right decision?"

a.

b.

c.

d.

e.

f.

8. What are some things to consider to help you encounter the question, "Abortion?"

a.

b.

c.

d.

e.

f.

ACTIVITY SHEET
217-004-001

"Pregnant and Unmarried"

9. You may want to think about giving the baby up for adoption. What might be some things to consider when answering the question, "Should I have the baby and give it up for adoption?"

   a.

   b.

   c.

   d.

   e.

   f.

10. How could foster family care help your situation?

11. What are some concerns when answering the question, "Should I have the baby and keep it?"

   a.

   b.

   c.

   d.

   e.

   f.

12. What are some costs involved in the teenage pregnancy?

   a.

   b.

   c.

   d.

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	004

ACTIVITY SHEET
217-004-001

"Pregnant and Unmarried"

13. What are some ways of meeting the costs involved in the teenage pregnancy?
    a.
    b.
    c.

14. Should you stay home or go away to have the baby?

15. Why do many pregnant teen girls drop from school?
    a.
    b.
    c.
    d.

16. What are some things to consider about legal matters for each of the following?
    a. Whose name will the baby have?
    b. Must the father help support the baby?
    c. Who has a right to keep the baby?
    d. Who can give the baby up for adoption?
    e. What about abortion?
    f. When is the baby legitimate?

17. What are the concerns of the teenage father?
    a.
    b.
    c.
    d.
    e.
    f.

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	004

ACTIVITY SHEET
217-004-001

"Pregnant and Unmarried"

18. Remember, the best answer is not to get pregnant in your unmarried teens. But if you do, what are the 3 most important things to remember?

    a.

    b.

    c.

ACTIVITY SHEET
217-004-002

"Evaluating Teenage Pregnancy Alternatives"

Directions: After viewing the Butterick Publishing filmstrip "Ready for Parenthood?", obtain a copy of this sheet and copies of "Ready for Parenthood?" Evaluating Alternatives: The Mother", Activity #5 and "Ready for Parenthood? Evaluating the Alternatives: The Father", Activity #6 from the file. Staple this sheet to the front of Activities 5 and 6 and turn the completed work to the instructor to be checked.

After completing the 2 activity sheets, write a summarizing paragraph about teenager's alternatives available to them when the unmarried girl gets pregnant.

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	004

MICRO - PERFORMANCE OBJECTIVE # 5

Identify the special needs created by a teenage pregnancy.

LEARNING STEPS

1. Review resource 1 to prepare for the evaluation of your understanding of the special needs created by a teenage pregnancy.
2. When you are ready to be evaluated, ask your instructor for resource 2.
3. After discussing the evaluation with the instructor, proceed to the next selected learning guide.

RESOURCES

1. All MPO's in this S.L.G.
2. Written Criterion Exam 217 from the instructor.
3. Instructor.

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	005

PROGRAM Child Development

CRITERION EXAM

TASK # 217

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON the special needs created by a teenage pregnancy.

PART I:

Each of the ~~questions or incomplete~~ statements below is true or false. **~~followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly.~~ Place the letter ~~associated with that choice (A, B, C or D)~~** T if it is true, or F if it is false **in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! *To master this exam you must answer** 33 **out of** 44 **items correctly, (**75 **%).**

* PART II: Read the case study. Answer the questions as best you can to cover the topic of teenage pregnancy. Your explanation will determine the accuracy of your answer. Each question is 2 points credit. Place answers on the ANSWER SHEET. DO NOT WRITE ON THIS TEST.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	217	217	005

BEST COPY AVAILABLE

Criterion Exam 217

Student Answer Sheet

NAME ______________________________

PART I.

_____ 1.
_____ 2.
_____ 3.
_____ 4.
_____ 5.
_____ 6.
_____ 7.
_____ 8.
_____ 9.
_____ 10.

_____ 11.
_____ 12.
_____ 13.
_____ 14.
_____ 15.
_____ 16.
_____ 17.
_____ 18.
_____ 19.
_____ 20.

_____ 21.
_____ 22.
_____ 23.
_____ 24.
_____ 25.
_____ 26.
_____ 27.
_____ 28.
_____ 29.
_____ 30

PART II.

1. Answer: ______________________________
2. Explanation: ______________________________
3. Answer: ______________________________
4. Defense: ______________________________
5. Alternative One: ______________________________
6. Defense: ______________________________
7. Alternative Two: ______________________________
8. Defense: ______________________________
9. Alternative Three: ______________________________
10. Defense: ______________________________

DEPT.	PROG	TASK	TPO	MPO
HE	CD	217	217	005

If Josie is pregnant, what are three alternatives for her in dealing with the problem? Defend each.

5. Alternative One:
6. Defense:

7. Alternative Two:
8. Defense:

9. Alternative Three:
10. Defense:

If Josie does deliver the baby what are two special concerns that might occur concerning the baby's health? Discuss each.

11.

12.

If Josie does deliver the baby what are two special concerns that might occur concerning her own health? Discuss each.

13.

14.

25. Low birth weight babies' main problem is to gain weight.

26. Death rates in the first year of life for babies born to young adolescent mothers are nearly twice the rate for babies born to mothers in their twenties.

27. Teenage pregnancies not identified early will increase the health risk.

28. Incidence of child abuse by teenage parents is about the same as with parents in other age groups.

29. A teenage female body is just as capable of a healthy pregnancy as a female in her twenties because she has all the necessary reproduction system.

30. Teenage parents often live dependent on others more than teens without parenting responsibilities.

PART II: Read the case study. Answer the questions as best you can to cover the issue of teenage pregnancy. Your explanation will determine the accuracy of your answer. Each question is 2 points credit. Place answers on the ANSWER SHEET. DO NOT WRITE ON THIS TEST.

Case Study:

Josie is 15 years old. She has been dating Tom for about 6 months. She has missed 2 periods and feels she is pregnant. Tom is really mad at her for not using a contraceptive.

Questions: What should Josie do first? Explain why.

1. Answer:

2. Explanation:

If Josie is pregnant, would you suggest she and Tom get married? Defend your answer.

1. Answer:

2. Defense:

Criterion Exam 217

PART I: Each of the statements below is true or false. Place the letter "T" if it is true, or "F" if it is false, in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST.

1. An undernourished mother runs the risk of a miscarriage.
2. Girls and boys who marry while still in their teens are more likely to separate than are couples who marry when they are older.
3. In recent years, the rate of early teenage pregnancy, has decreased considerably.
4. In order to survive, teenage mothers are more likely to be forced to rely on welfare.
5. Poor diet during pregnancy may result in a retarded child.
6. Babies of teenage mothers are about as likely to grow up strong and healthy as are the babies of mothers in their twenties.
7. The pregnancy of unmarried teenagers affects only the lives of the two involved.
8. About 50% of teenage pregnancies are unintentional.
9. A single act of sex can turn your whole life around, especially if you're a teenage girl.
10. Teenage mothers face about the same risks from pregnancy, birth and delivery as do mothers in their twenties.
11. Boys who become parents while in their teens are, generally speaking, limited to jobs that offer less advancement and prestige than jobs their classmates get.
12. Girls and boys who become parents while still in their teens usually acquire less education than their classmates.
13. Unmarried, teenage pregnancies are almost always covered by medical insurance policies.
14. The layette costs include hospital stay for baby and mother.
15. The unmarried, pregnant couple will be happily married if they loved each other when they had intercourse.
16. Saying no is one choice anyone can make.
17. Adoption is an option many teenage mothers are forced to consider for the sake of their children.
18. Abortion is an easy way out of an unmarried teenage pregnancy because it involves little risks.
19. More than three times as many young teenage mothers get separated or divorced within 15 years than do mothers over age 20.
20. When it comes to avoiding teenage pregnancy, self control is even more effective than contraceptives.
21. More than one-half of teenage fathers have left the mother by the time the baby is born.
22. One out of ten young adolescent mothers has a baby of low birthweight.
23. The very young mother often suffers premature or prolonged, dangerous labor.
24. Toxemia is a specific danger of young pregnancy.

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	005

Criterion Exam 217
Student Answer Sheet

NAME ______________________________

11. Baby's Health Concern One: ______________________________

12. Baby's Health Concern Two: ______________________________

13. Mothers Health Concern One: ______________________________

14. Mother's Health Concern Two: ______________________________

DEPT	PROG	TASK	TPO	MPO
HE	CD	217	217	005

Criterion Exam 217

Teacher Answer Key

PART I

1. T
2. T
3. F
4. T
5. T
6. F
7. F
8. F
9. T
10. F
11. T
12. T
13. F
14. F
15. F
16. T
17. T
18. F
19. T
20 T
21. T
22. T
23. T
24. T
25. F
26. T
27. T
28. F
29. F
30. T

PART II (Answers will vary. Defense answers will determine credit given.)

1. find out if pregnant immediately.

2. needs to be facing the decisions early, needs to get parent support or other support soon, needs early prenatal care.

3. no/yes

4. No: teen marriages are more likely to separate than couples who marry when older. More than 50% teenage fathers leave mother before baby is born. Teenage parenting results in dependency, financial problems, low paying jobs, lower education to work.

Yes: Only if extremely good parental support and extremely high maturity level for teens.

5-7-9 (in any order)

5. Adoption:

6. Teenage parenting is difficult due to maturity level and preparation for the future so the child would be better with more established parents.

7. Abortion:

8. It is a quick answer but has many complications healthwise, psychologically, morally and socially.

9. Keep the baby:

10. Is a difficult solution for the teen but can work out if excellent support from parents. However, if no parental support can lead to poverty, welfare, child abuse, etc.

11 - 12. Birth defects high, premature, low birth weight, high infant death rate, mental retardation if improper nutrition, etc

13-14. Toxemia high risk, taxes immature body, difficult birth, mental health risk, suicide risk, etc.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	217	217	005

COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

CIVEC
301 N. Swift Road
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312/620-8770

Produced By
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A LEARNING GUIDE

Task Identify the importance of understanding fetal development and factors that affect it.

Purpose During the last half century we have learned a great deal about the baby and its inter-uterine environment. It is no longer the unseen "thing" inside known only at time of birth. Through scientific exploration, we now can have a better understanding of the day-by-day development of the fetus. We can also have a better understanding of the inter-uterine environment. Through this task you can gain a better understanding of the importance of our role in the development of a healthy baby.

Child Development

Program	Task	Est. Time	Prereq.
CD	227	10 hours	224, 225

June, 1983

LEARNING CONTRACT

1 STUDENT DATA

NAME ______________________ SOCIAL SECURITY NUMBER ______________________

LENGTH OF CONTRACT (NORMAL TIME IN HOURS) ______________________

2 TERMINAL PERFORMANCE OBJECTIVE

Given a criterion exam, identify the importance of understanding fetal development and factors that affect it. To master this task you must achieve 27 out of 36 or 75% correct on the exam.

2a MICRO—PERFORMANCE OBJECTIVE(S)

1. Identify the role of embryology and genetics on fetal development.
2. Identify the changes occurring in fetal development during pregnancy.
3. Identify the importance of our understanding fetal development in relation to intra-uterine environment.
4. Identify the importance of understanding fetal development and factors that affect it.

3 AGREEMENT

I, ______________________ agree to complete the above stated terminal performance requirement within ______________________ to ______________________. I further recognize that the conditions of the contract (performance and time agreement) report my ability to perform the requirements of the occupation and record my progress.

____
Student's Signature

DEPT	PROG	TASK	TPO
HE	CD	227	227

____
Instructor's Signature
(verifies competency)

MICRO - PERFORMANCE OBJECTIVE #1

Identify the role of embryology and genetics on fetal development.

LEARNING STEPS

1. Read resource 1 to identify the development of the science of embryology.
2. Complete resource 2 to increase your understanding of the development of the science of human embryology.
3. Review resource 3 to review the role of genetics in fetal development and welfare.
4. Complete resource 4 to identify the new research being done in the areas of human embryology or genetics.
5. After completing resource 4, proceed to resource 5.

RESOURCES

1. Lux Flanagan, Geraldine, The First Nine Months of Life, pg 8-15, classroom reference set.
2. Activity Sheet 227-001-001 in this S.L.G. and the classroom file.
3. Task 224 in the classroom file or your previously completed Task Notebook.
4. Activity 227-001-002 in this S.L.G.
5. MPO #2 in this S.L.G.

DEPT	PROG	TASK	TPO	MPO
HE	CD	227	227	001

ACTIVITY SHEET
227-001-001

"Science of Embryology"

Directions: Obtain a copy of this sheet from the classroom file. Using the classroom reference book The First Nine Months of Life, pg 8-15, complete the information below. Turn the completed sheet into your instructor to be checked.

1. The Science of Embryology is comparatively new . . . give dates that were firsts.
    1. Egg cell of mammals first identified in _______________.
    2. Human egg cell first seen in _______________.
    3. Union of sperm & egg observed in ___________________.
    4. Events of 1st 6 days of life became known in the _____________________.
    5. First conception outside of female body, transplanted into her body, full term pregnancy and successful delivery in ___________________.(Research this date)
    6. A living male cell . . . sperm . . . first seen in ___________________.

2. Define a mammal:

   Define Latin word mamma:

3. Give at least 3 ideas about what pregnancy was in early Greek-Chinese philosophy.
    1.
    2.
    3.

4. Explain these two theories that exited in the 17th & 18th centuries.
    1. Ovists:
    2. Homunculists:

5. What 2 breakthroughs were made in the theory of conception by Wolff in 1759?
    1.
    2.

6. How did Charles Darwin's Theory of ______________________ in _______________ bring confusion to the study of embryology?

DEPT	PROG	TASK	TPO	MPO
HE	CD	227	127	001

"Science of Embryology"

7. Besides satisfying curiosity, what is the continued study of embryology doing for us today?

   a.

   b.

   c.

8. Respond to this quote from Walt Whitman, "Before I was born of my mother, generations guided me . . . "

ACTIVITY SHEET
227 -001-002

"Embryology Research"

Directions: Where we come from has been an intriguing issue for centuries. However, we have made great strides in the last decade! Using the library, research some of these recent findings. Write a 200 word essay. You may include some of the following issues. Turn the completed work in to your instructor to be checked.

- Artificial Insemination
- Insurgent Mothers
- Can we breed a new race?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	001

MICRO - PERFORMANCE OBJECTIVE # 2

Identify the changes occurring in fetal development during pregnancy.

LEARNING STEPS	RESOURCES
1. Read resources 1A and 1B to identify the different stages of fetal development.	1A. Brisbane, Holly E., The Developing Child, Third Edition, pg 69-78, Pearce text. B. Kosnick, Kay, Having a Baby, pg 13-17, Pearce text.
2. Complete resource 2 to increase your understanding of fetal development stages.	2. Activity Sheet 227-002-001 in this S.L.G. and the classroom file.
3. Read resource 3 to identify the fetal development at each trimester of pregnancy.	3. Lux Flanagan, Geraldine, The First Nine Months of Life, Classroom Reference Set.
4. Complete resource 4 to increase your understanding of fetal development during the first trimester	4. Activity Sheet 227-002-002 in this S.L.G. and the classroom file.
5. View resource 5 to observe the actual look of 6 week embryo.	5. Model of a 6 week embryo in the classroom cabinet. Ask instructor.
6. Complete resource 6 to increase your understanding of fetal development during the second trimester.	6. Activity Sheet 227-002-003 in this S.L.G. and the classroom file.
7. View resource 7 to observe the actual look of a 6 month fetus.	7. Model of a 6 month fetus in the classroom cabinet. Ask instructor.
8. Complete resource 8 to increase your understanding of fetal development during the third trimester.	8. Activity Sheet 227-002-004 in this S.L.G. and the classroom file.
9. View resource 9 to observe the actual look of a 7-month fetus.	9. Model of 7 month fetus in the classroom cabinet. Ask instructor.

DEPT	PROG	TASK	TPO	MPO
HE	CD	227	227	002

MICRO-PERFORMANCE OBJECTIVE #2

Identify the changes occurring in fetal development during pregnancy.

LEARNING STEPS	RESOURCES
10. View any of the resources 10A-H to identify the changes that occur in the fetus and mother during pregnancy.	10A. "How Does Your Baby Grow?" a gynecologist information sheet in the classroom file. B. "You Grew in Your Mother's Uterus" a graphic information sheet in the classroom file. C. "Ready for Birth" a graphic information sheet in the classroom file. D. "The Birth Atlas" by Maternity Center Association. Flip chart of fetal development during pregnancy. In the classroom cabinet. Ask instructor. E. "Life-Time Line" chart by March of Dimes in classroom cabinet. Ask instructor. F. "Baby's Prenatal Growth" chart by Proctor and Gamble in classroom cabinet. Ask instructor. G. "Having a Baby", pg 13-21, text. H. "The Developing Child", pg 69-78, text.
11. Complete resource 11 to evaluate your understanding of fetal development and maternal changes during pregnancy.	11. Activity Sheet 227-002-005 in this S.L.G. and the classroom file.
12. After completing resource 11, proceed to resource 12.	2. MPO #3 in this S.L.G.

DEPT	PROG	TASK	TPO	MPO
HE	CD	227	227	002

ACTIVITY SHEET
227-002-001

"Prenatal Development"

Directions: Obtain a copy of this sheet from the classoom file. Using the following resources, complete the questions below: The Developing Child, text, pg 69-78 and Having a Baby, text, pg 13-17. Turn the completed sheet in to your instructor to be checked.

1. Define each:

   a. Ovum:

   b. Spermatozoon:

2. Describe the length and the characteristics of these three stages of the growth of the baby.

   a. Period of the Ovum:

   b. Period of the Embryo:

   c. Period of the Fetus:

3. Note the fetal development at each of these times . . . remember all ages are counted from the start of your last period.

   a. Four Weeks:

   b. Six Weeks:

   c. Seven Weeks:

   d. Eight Weeks:

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	002

ACTIVITY SHEET
227-002-001

"Prenatal Development"

3. e. Nine Weeks:

f. Twelve Weeks (end of 3 months):

g. Sixteen Weeks (end of 4 months):

h. Twenty Weeks (end of 5 months):

i. Twenty-four Weeks (end of 6 months):

j. Twenty eight Weeks (end of 7 months)

k. Thirty-two Weeks (end of 8 months):

l. Thirty-six Weeks (end of 9 months)

ACTIVITY SHEET
227-002-002

"First Trimester"

Directions: Obtain a copy of this sheet from the classroom file. Using the classroom reference book The First Nine Months of Life, pg 17-57, complete the questions below. The questions are grouped under chapter headings. The number in ( ) indicates the page. Turn the completed sheet in to your instructor to be checked.

Portrait at Forty Days (17)

1. By what age does the embryo have the look of a well-formed body? ________________.
2. List some of the development at 6 weeks:
   a. Brain?

   b. Heart?

   c. Skeleton?

   d. Vital organs?

   e. Sex?

3. What is the size of a 40-day-old human? ____________________________.
4. What is the length of a normal stay in the womb? __________ days.

The First Day (19)

5. What are the two-fold functions of the parent cells? (19)
   a.
   b.
6. How are all humans linked by a common heritage? (20)

7. Who is Dr. Landrum B. Shettles?

8. What important thing did he do?

9. Describe the egg cell:
   a. Color:
   b. Size:

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	002

ACTIVITY SHEET
227-002-002
"First Trimester"

10. Describe the sperm cell:
   a. Size:
   b. Appearance:
   c. Locomotion:

11. How does the sperm get into the egg? (21)
   a.
   b.

12. What would happen if more than 2 sperm enter the egg? (22)

13. How does the egg get into the fallopian tube?

14. How does the egg move? (23)

15. When must the egg be fertilized?

16. How long is the life span of the sperm? (24)

17. How many sperm cells should be present in a single ejaculation? ____________________

18. Which sex cell controls the sex of the unborn child? ____________________

19. Explain the sex cells:
   a. "Y" cell:
   b. "X" cell:

ACTIVITY SHEET
227-002-002

"First Trimester"

20. What is happening in the firstone-half hour after the cells unite? (25)

    a.

    b.

    c.

    d.

    e.

    f.

21. Explain the Ancient Chinese Custom of determining the person's age. (27)

The First Week (28)

22. How long does it take for the fertilized egg to get to the uterus? (28)

23. What is the function of the bloody tissue formed in the uterine wall?

24. What happens when fertilization does not take place?

25. What is the "mulberry" cluster? (31)

26. What is the "blastocyst"? (32)

27. Describe what happens on the sixth or seventh day.

28. What is the crimson wreath? (33)

ACTIVITY SHEET
227-002-002

"First Trimester"

29. How often do cells of the new creation change? ______________________________

____

The First Month (34)

30. Describe the function of the "embryonic shield" at the second week. (34)

31. Describe the function of the yolk sac.

32. Describe the growth during the third week. (35)

a.

b.

c.

d.

33. Describe the growth in the fourth week.

a.

b.

c.

d.

34. Describe the head at the end of fourth week. (36)

35. Describe the organs at the end of fourth week.

36. How big is the heart?

37. When does it start beating?

38. What is the heart's size?

ACTIVITY SHEET
227-002-002
"First Trimester"

39. Describe a closed system.

40. What is the "tail"? (37)

41. How is the "bag of waters" formed? (39)

42. Why is the "bag of waters" called "amnion"?

43. How does the food get from the mother's blood stream to the baby? (40)

The Second Month (43)

44. What happens to the embryo in the first three weeks of the second month? (43)

45. Describe the baby in the seventh week?
    a. Appearance:
    b. Organs:
    c. Size:

46. Are the body parts functioning by the seventh week? (44)

47. What will be the nature of the changes from now until the adult age of 25 or so?
    a.
    b.

48. The "tender seedling" is vulnerable to all ________________________ and ______________________ influences . . . good and bad! (45)

49. What causes miscarriage?

ACTIVITY SHEET
227-002-002

"First Trimester"

50. What determines what body parts will be defected due to some physical or chemical influence?

51. Explain how body parts are formed in unison. (46)

52. When do the feet and hands have "prints"?

53. Explain how the development in the first 48 days is like clockwork.

54. When is the embryo called a fetus? (48)

The Third Month (50

55. Describe some of the fetus's activities by the end of the 3rd month. (50)

a.

b.

c.

d.

e.

f.

56. Why doesn't the baby drown in his breathing juices? (51)

57. With rare exceptions when will the mother feel the baby?

58. What are these first movements called? ______________________________

59. How do we know the baby moves long before this? (51-52)

a.

b.

60. When do nerves and muscles begin to work together? (52)

ACTIVITY SHEET
227-002-002

"First Trimester"

61. Explain "total pattern" response. (53)

62. Why do his abilities in the 9th and 10th weeks take a leap ahead? (53-54)

63. What milestone is reached in the twelfth week? (55)

64. Explain some of the development accomplishments by the end of the third month.
    a. Behavior: (55)
    b. Nails: (56)
    c. Face: (56)
    d. Reproductive system: (56)
    e. Voice: (57)
    f. Mouth: (57)
    g. Digestive system: (57)
    h. Excretory system: (57)

ACTIVITY SHEET
227-002-003

"Second Trimester"

Directions: Obtain a copy of this sheet from the classroom file. Using the classroom reference book The First Nine Months of Life, pg 58-73, answer the questions below. The questions are grouped by chapter headings. The number in ( ) indicates the page to locate the answer. Turn the completed sheet in to your instructor to be checked.

Note: By the end of the 3rd month, the baby has all of its "parts". Now the vital functions steadily improve by repeated rehearsals. Also, the baby must become much larger and much more solid.

The Fourth Month (58)

1. Explain the weight and height gain during the fourth month. (58)
   a. Weight:
   b. Height:

2. Baby now weighs_____________ and is _______________tall.

3. Compare the size of the placenta at 4 months and at birth. (59)
   a. 4th month:
   b. Birth:

4. Where is the placenta located?

5. List the versatile functions of the placenta.
   a.
   b.
   c.
   d.
   e.

6. Explain the way oxygen, nutrients and wastes are exchanged from baby to mother and mother to baby. (60)

7. Explain the oxygen supply during these events.
   a. Anesthesia usage:
   b. Airplane trip:
   c. Living in the mountains:

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	002

ACTIVITY SHEET
227-002-003
"Second Trimester"

8. Explain the hormone functions of the placenta. (63)

   a.

   b.

9. Explain how the placenta will help to keep mother and baby healthy.

10. Compare the heart circulation of the baby at 4 months and at birth.

    a. 4th month:

    b. Birth:

11. When was the umbilical cord formed?

12. What is the size range for the umbilical cord? (63)

13. How much fluid can the cord carry daily?

14. How long does it take the fluids to pass through the cord? ____________________
    At what speed? ____

15. What is the significance of blood traveling so fast in the cord?

16. List some things that can be transferred from mother to baby. (64-65)

Good	Bad
a.	
b.	
c.	
d.	

17. How quickly are substances transferred from mother's blood stream to baby's ?

18. How long does the baby have the immunities he receives during his stay in the womb?

ACTIVITY SHEET
227-002-003

"Second Trimester"

The Fifth and Sixth Months (66)

19. What is the baby's growth during the fifth month? (66)

20. So by the end of the month he will weigh ______________ and be ______________ long.

21. Since the baby's heart beat is louder, two things are now possible (68)
    a.
    b.

22. What changes can the mother now tell about her baby?

23. Describe the fetal hiccuping. (69)

24. What are some of the favorite sleeping positions called his ____________________?
    a.
    b.

25. The growth by the end of the sixth month will be:
    a. Height:
    b. Weight:

26. Describe growth occurring during the sixth month.
    a. teeth: (69-70)
    b. eyes: (70)
    c. hand strength: (70)
    d. breathing: (70)

27. If the baby is born now and survives, why are its chances slim? (70)
    a.
    b.

28. Explain why the amniotic fluids are not stagnant. (71)

29. Where does the fluid come from and where does it go?
    a.
    b.
    c.

ACTIVITY SHEET
227-002-003

"Second Trimester"

30. How much fluid is in the bag of waters? (72)

31. What are some functions of the amniotic fluids?

a.

b.

c.

32. How is the baby's skin protected by the long exposure to the fluids?

33. What is Lanugo?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	002

ACTIVITY SHEET
227-002-004

"Third Trimester"

Directions: Obtain a copy of this sheet from the classroom file. Using the classroom reference book The First Nine Months of Life, pg 74-81, answer the questions below. Turn your work in to the instructor to be checked.

The Seventh, Eighth and Ninth Months

1. What will be the baby's growth increase during the: (74, 76)
    a. seventh month:
    b. next six weeks:
    c. Eighth month:

2. How does the addition of body fat help the baby? (76)

3. Why does the baby settle into a head-down position by the eighth month?
    a.
    b.

4. How does the mother know about the baby's cramped quarters?

5. List some reasons babies might be born early. (77)
    a.
    b.
    c.
    d.

6. What does "viable" mean?

7. Why do babies become viable?

8. A seventh month premature baby must be incubator supported to: (77-78)
    a.
    b.
    c.

ACTIVITY SHEET
227-002-004

"Third Trimester"

9. What three systems are problems for the premie? (78)

a.

b.

c.

10. What essential ingredients does the baby get from the amniotic fluids during the last 3 months?

11. From where else may baby receive more immunity factors after birth? (79)

12. How long does the baby keep his natural immunities?

12. What is the Rh factor?

4. Explain when Rh factors become a problem.

5. Besides antibodies what else increases the baby's ability to combat diseases? (80)

16. Describe "lightening".

17. What are some results of the aging placenta during the last week of pregnancy (260th day)

a.

b.

18. What percent of babies are born within eleven days of the appointed 266 days in the womb? ______________%

19. If we grew after birth at the prenatal rate our adult height in 20 years would be ______________feet and our weight would be ____________________________.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	002

ACTIVITY SHEET
227-002-005

"Mother and Baby's Development During Each Trimester"

Directions: Obtain a copy of this sheet from the classroom file. Summarize what you have learned about fetal development and changes in the pregnant woman by filling in the chart below. You may use the class handouts and your 2 texts: Having a Baby, pg 13-21 and The Developing Child, pg 69-78 to help you. Then check your work against the 2 classroom charts:" Life Time-Line", Chart by March of Dimes or "Baby's Prenatal Growth" by Proctor and Gamble Co. Ask instructor to display them on the bulletin board for comparison. Underline the information given on the charts using a red pen ON YOUR CHART. Turn your work in to the instructor to be checked.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	002

Activity Sheet
227-002-005

"Mother and Baby's Development During Each Trimester"

AGE	SIZE -- Length Weight	DEVELOPMENT	CHANGES IN MOTHER
I. FIRST TRIMESTER			
First Week Name ________			
Fourth Week Name ________			
Eighth Week Name ________			
Twelfth Week Name ________			
II. SECOND TRIMESTER			
Sixteenth Week ________ Month			
Twentieth Week ________ Month			
Twenty-fourth Week ________ Month			
III. THIRD TRIMESTER			
Twenty-eight Week ________ Month			
Thirty-second week ________ Month			
Thirty-sixth Week ________ Month			
Birth Date ?	Average length of pregnancy is ________ days or __________weeks. However, the established system of taking the date the last period started + 7 days - 3 months would give 280 days which would be ______ weeks. Due dates are hard to estimate. One thing sure is that the baby comes when it is ready! So don't get upset if it is a week or so earlier or later than predicted!		

MICRO - PERFORMANCE OBJECTIVE #3

Identify the importance of our understanding of fetal development in relation to intrauterine environment.

LEARNING STEPS	RESOURCES
1. Review resource 1 to review the effect of environmental factors on fetal development and welfare.	1. Task 223 in the classroom file or your previously completed Task Notebook.
2. Complete resource 2 to pretest your understanding of intrauterine environmental effects on the fetus.	2. Activity Sheet 227-003-001 in this S.L.G.
3. View resource 3 to identify the importance of the intrauterine environment and how the parents can greatly control the fetal welfare.	3. "The One of Us: Environmental Hazards to the Fetus" Part I of a two-part series by the March of Dimes. Shown by the instructor or in the audio-visual room.
4. Complete resource 4 to increase your understanding of the importance of intrauterine environment and how the parents can control the fetal welfare.	4. Activity Sheet 227-003-002 in this S.L.G. and the classroom file.
5. View resource 5 to identify environmental effects on the fetus that the couple has less control over.	5. "The One of Us: Environmental Hazards to the Fetus" Part Two Filmstrip by March of Dimes. Shown by the instructor or in the audio-visual room.
6. Complete 6 to increase your understanding of less controllable environmental effects on the fetus.	6. Activity Sheet 227-003-003 in this S.L.G. and the classroom file.
7. After completing resource 6, proceed to resource 7.	7. MPO #4 in this S.L.G.

DEPT	PROG	TASK	TPO	MPO
HE	CD	227	227	003

ACTIVITY SHEET
227-003-001

"Environmental Hazards to the Fetus"
Pretest

Directions: Look at the list of questions below. Can you answer each one with a knowledgeable discussion if someone in the community should ask you the question? If you can, then the filmstrip series "The One of Us" will merely emphasize the importance of intrauterine environment. If you cannot, then you should complete activity sheets 002 and 003 after viewing the filmstrips to increase your understanding of intrauterine environment and the role of parents and the larger community.

1. Are all birth defects obvious at birth?

2. Are all birth defects inherited?

3. How is the fetus nourished?

4. Why are blood tests for pregnant women urged so strongly before pregnancy?

5. What are some of the infectious diseases that can cause birth defects?

6. Why should a pregnant woman take no medication before she has had a thorough discussion with her doctor?

7. What are some of the adverse effects of drugs the mother takes?

8. What damage may cigarettes and liquor do to the unborn child?

ACTIVITY SHEET
227-003-001

"Pretest on Environmental Hazards to the Fetus"

9. How and when did we first learn that environmental pollution can harm the not-yet-born child?

10. Can you name some other harmful substances, their sources and their effects?

11. Why is the pregnant woman especially vulnerable to pollution?

12. Women in the work force may face extra dangers. What might they be?

ACTIVITY SHEET
227-003-002

"The One of Us":Environmental Hazards to the Fetus that Parents Can Control Film Review

Directions: Obtain a copy of this sheet from the classroom file. View the filmstrip "The One of Us", Part I by March of Dimes. Answer the following questions and turn this sheet in to the instructor to be checked.

1. How many babies are born with birth defects -- disorders of the body structure, chemistry or growth -- each year in the United States?

2. Can birth defects not show up until later years?

3. Birth defects may be caused by:

   a. ______________________________

   b. ______________________________

   c. ______________________________

4. What is the significant growth in the first six weeks?

5. During the first six weeks major adverse influences can cause severe malformations leading to:

   a. ______________________________

   b. ______________________________

6. The fetus is vulnerable to brain damage throughout gestation influences what areas of the baby's development?

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

7. List some infections that can pass from the mother to the child through the placenta:

   a. ____________________ c. ____________________

   b. ____________________ d. ____________________

8. Rubella can cause:

   a. ____________________ c. ____________________

   b. ____________________ d. ____________________

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	003

ACTIVITY SHEET
227-003-002

"The One of Us": Environmental Hazards to the Fetus that Parents Can Control
Film Review

9. Toxoplasmosis is caused by a parasite found in what two sources?

a. ______________________

b. ______________________

10. What system of the fetus does toxoplasmosis attack?

11. Cytomegalovirus (CMV) can cause birth defects which include:

a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

f. ______________________

12. Sexually transmitted diseases can be passed on to the fetus causing death or:

a. ______________________

b. ______________________

13. In the 1960's what effect was the tranquilizer thalidomide found to have on the fetus?

14. What effect does heavy heroid and methadone use by the mother have on the fetus?

15. What about the use of sex hormones by the mother, how could it affect the fetus?

16. What about medicines like the following, how have they been associated to fetal well-being?

a. Tetracycline ______________________

b. Streptomycin ______________________

c. Sulfa ______________________

17. What about use of drugs during the labor, could they affect the baby?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	003

ACTIVITY SHEET
227-003-002

"The One of Us": Environmental Hazards to the Fetus that Parents Can Control
Film Review

18. Why are couples turning to the natural, drug-free childbirth?

19. Is a low-weight baby always due to premature birth?

20. What are some reasons for low-birthweight babies?

a. ______________________________

b. ______________________________

21. What are 3 common characteristics of a "Fetal Alcohol Syndrome" child?

a. ______________________________

b. ______________________________

c. ______________________________

22. What are 5 common problems associated with babies of cigarette smoking mothers?

a. ____________________ d. ____________________

b. ____________________ e. ____________________

c. ____________________

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	003

ACTIVITY SHEET
227-003-003

"The One of Us" Environmental Hazards to the Fetus that are Less Controllable by Parents
Film Review

Directions: Obtain a copy of this sheet from the classroom file. View the filmstrip "The One of Us" Part II by March of Dimes. Answer the following questions and turn this sheet in to the instructor to be checked.

1. Describe what happened in Minimata City, Japan, in the 1950's.

2. What has this tragedy taught us?

3. List some potential pollutants that might harm the fetus.
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

4. What does PCB stand for?

5. What food sources have PCB's been found in?
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________

6. What affect does PCB have on the fetus?
   a. ______________________________
   b. ______________________________

7. How have pesticides affected some male workers?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	003

ACTIVITY SHEET
227-003-003

"The One of Us": Environmental Hazards to the Fetus that are Less Controllable by Parents
Film Review

8. How have some herbicides affected some pregnant experimental animals?

   a. ____

   b. ____

9. How does the feeding of oxygen to end the removal of carbon dioxide from the fetal bloodstream affect the pregnant woman's metabolic rate?

10. What danger does carbon monoxide bring the the fetus?

11. What is the main source of carbon monoxide in our everyday living?

12. What has working around lead done to the children of

    a. male lead workers?

    b. female lead workers?

13. How are health workers exposed to hazards to the reproductive system?

    a. Dental assistants:

    b. Nurses:

    c. X-ray technicians:

    d. Anesthesiologists:

14. We know that no one at this point can say what risk nuclear energy brings to the fetus, but we do know that radiation treatment has had negative effects

    a. on mother:

    b. on fetus:

15. What equipment has replaced x-ray to safeguard women needing diagnostic testing?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	003

ACTIVITY SHEET
227-003-003

"The One of Us": Environmental Hazards to the Fetus that are Less Controllable by Parents
Film Review

16. The individual efforts alone are not enough to safeguard the broader environment beyond the womb. Who must work together to safeguard our society?

a. ____________________ d. ____________________

b. ____________________ e. ____________________

c. ____________________ f. ____________________

17. Why was this filmstrip series titled "The One of Us"?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	003

MICRO-PERFORMANCE OBJECTIVE #4

Identify the importance of understanding fetal development and factors affecting it.

LEARNING STEPS

1. Review resource 1 to prepare for the evaluation of your understanding of fetal development and the intra-uterine environment.
2. When you are ready to be evaluated, ask your instructor for resource 2.
3. After discussing the evaluation with the instructor, proceed to the next learning guide.

RESOURCES

1. All MPO's in this S.L.G.
2. Written criterion exam 227 from the instructor.
3. Instructor.

DEPT	PROG	TASK	TPO	MPO
HE	CD	227	227	004

PROGRAM Child Development

CRITERION EXAM

TASK # 227

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON the importance of understanding fetal development and factors affecting it.

PART I

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. *DO NOT WRITE ON THIS TEST! To master this exam you must answer 27 **out of** 36 **items correctly, (** 75 **%).**

* PART II

Each of the statements below is true or false. Place the letter "T" if it is true or "F" if it is false in the numbered blank space on your ANSWER SHEET.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	004

CRITERION EXAM 227

PART I Each of the questions or incomplete statements below is followed by several words, phrases or numbers. Choose the one which best answers the question or statement correctly. Place the choice (A-B-C-D) in the numbered blank space on YOUR ANSWER SHEET. DO NOT WRITE ON THIS SHEET.

1. All but one of the following are some advantages of embryology studies.
   - A. To expand our knowledge about intra-uterine mothering.
   - B. To pre-determine the sex of our children.
   - C. To satisfy our curiosity about our beginnings.
   - D. To understand the mechanisms that govern orderly growth.

2. When the nerves and the muscle development starts to function together marks the beginning of
   - A. embryo stage.
   - B. fetus stage.
   - C. ovum stage.
   - D. third trimester.

3. The major growth development that occurs in the last trimester is the
   - A. circulatory system formation.
   - B. organ formation.
   - C. reproductive system formation.
   - D. weight and length addition.

4. A premature baby has problems due to all but one of the following:
   - A. Ability to fight infection is low.
   - B. Body fat supply is low.
   - C. Heart is too small for body.
   - D. Respiratory system is not refined.

5. The baby does not drown inside the amniotic waters because
   - A. the baby's respiratory system does not work until birth.
   - B. the lungs are not formed yet.
   - C. there is no air in the lungs yet.
   - D. none of the above.

6. With rare exceptions the mother will feel the baby by the
   - A. twelfth week.
   - B. sixteenth week.
   - C. twentieth week.
   - D. twenty-fourth week.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	004

CRITERION EXAM 227

7. Environmental influences on the fetus
   A. can be controlled by the parents.
   B. includes uterine and maternal environments.
   C. is a problem for parents, government, industry, and you.
   D. is really all of the above.
8. The thalidomide baby birth defects were mainly limb deformations because
   A. drug effects are determined by what body parts are being formed at time of use.
   B. limbs are formed in the fifth month.
   C. this drug affects blood cells.
   D. of none of the above.
9. A pregnant woman planning a trip to the mountains
   A. might want to postpone her trip until after the baby's birth.
   B. should go ahead because the mountains are no source of concern.
   C. will be fine because the placenta will adjust the oxygen supply soon.
   D. will surely die because of low oxygen supply.
10. Incubator is needed for a premie to
   A. maintain body temperature.
   B. protect against infection.
   C. supply oxygen.
   D. do all of the above.

CRITERION EXAM 227

PART II Each statement below is true or false. Place the letter "T" if it is true or "F" if it is false in the numbered blank space on your ANSWER SHEET.

11. The events of the first six days of life became known to us about 1850's.
12. The ovist theory explained the human beginnings as a miniature adult in the head of the sperm.
13. Mamma is a Latin word meaning breast.
14. The period of the ovum is the first twelve weeks of intra-uterine development.
15. Spermatozoon refers to the newly conceived egg.
16. The unborn baby's size at twelve weeks is about one ounce.
17. By the end of the sixth month the unborn baby is about 12 inches long and weighs about half its birth weight.
18. The average length of stay in the human womb is 266 days.
19. The "Y" sex cell produces a male offspring.
20. The crismon wreath is a wound in the uterus produced by the implanting egg.
21. The yolk sac feeds the newly fertilized egg.
22. The baby is fed by the mother's blood carrying food directly into the baby's blood.
23. Quickening is the first movements of the baby felt by the mother.
24. Baby movements can be monitored by instruments long before the mother can feel them.
25. Substances that enter the mother's bloodstream can arrive to the baby's bloodstream in an hour or two.
26. At birth there arenearly two quarts of amniotic fluids.
27. Lanugo is skin rash caused by the amniotic fluids.
28. Viable means the baby is now capable of living on its own if born.
29. The baby received immunity factors from the aging placenta.
30. Rh factor is a problem if the mother has Rh positive blood.
31. Lightening is a term referring to the first movements of the baby to be felt by the mother.
32. All birth defects are obvious at birth.
33. The first six weeks of life is so important because most major organ formation is being done.
34. Drugs used as medicines will not affect the fetus.
35. The use of alcohol during pregnancy can reduce brain formation in the fetus.
36. Cigarette smoking during pregnancy can cause miscarriage or stillbirth.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	004

CRITERION EXAM 337

Student Answer Sheet

NAME ______________________________

PART I

1 ______
2 ______
3 ______
4 ______
5 ______
6 ______
7 ______
8 ______
9 ______
10 ______

PART II

11 ______
12 ______
13 ______
14 ______
15 ______
16 ______
17 ______
18 ______
19 ______
20 ______
21 ______
22 ______
23 ______

24 ______
25 ______
26 ______
27 ______
28 ______
29 ______
30 ______
31 ______
32 ______
33 ______
34 ______
35 ______
36 ______

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	004

CRITERION EXAM 227

Teacher Answer Key

1. B
2. B
3. D
4. C
5. C
6. B
7. D
8. A
9. A
10. D
11. F
12. F
13. T
14. F
15. F
16. T
17. F
18. T
19. T
20. T
21. F
22. F
23. T
24. T
25. T
26. F
27. F
28. T
29. T
30. F
31. F
32. F
33. T
34. F
35. T
36. T

DEPT.	PROG	TASK	TPO	MPO
HE	CD	227	227	004

COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task Identify the Changes that Occur in a Pregnant Woman's Body and the Necessary Prenatal Care for Her Health and Fetal Welfare.

Purpose Pregnancy is a very special time in your life. It will bring about many changes to your body and the new life inside of you. It is an important time for you and for the health and well-being of your baby, thus it is critical that you take proper care of yourself during pregnancy. The earliest possible date is not too soon to begin good prenatal care under the supervision of a physician. In the last century, new insights into the importance of fetal development in relation to the child's welfare has been discovered. In this task you discover the changes occurring in your body and realize the importance of proper prenatal care.

CHILD DEVELOPMENT

Program	Task	Est. Time	Prereq.
CD	231	12 hours	225

June, 1983

LEARNING CONTRACT

1 STUDENT DATA

NAME ____________________ SOCIAL SECURITY NUMBER ____________________

LENGTH OF CONTRACT (NORMAL TIME IN HOURS) ____________________

2 TERMINAL PERFORMANCE OBJECTIVE

Given a criterion exam, identify the changes that occur in a pregnant woman's body and the necessary prenatal care for her health and the fetus' welfare. To master this task, you must achieve 33 out of 44 or 75% correct on this exam.

2a MICRO—PERFORMANCE OBJECTIVE(S)

1. Identify the importance of medical supervision during a pregnancy.
2. Identify the changes to the body during pregnancy and the proper prenatal care.
3. Identify the importance of proper nutrition during pregnancy.
4. Identify the changes that occur in a pregnant woman's body and the necessary prenatal care for her health and fetal welfare.

3 AGREEMENT

I, ____________________ agree to complete the above stated terminal performance requirement within ____________________ to ____________________. I further recognize that the conditions of the contract (performance and time agreement) report my ability to perform the requirements of the occupation and record my progress.

____
Student's Signature

DEPT	PROG	TASK	TPO
HE	CD	231	231

____
Instructor's Signature
(verifies competency)

MICRO-PERFORMANCE OBJECTIVE # 1

Identify the importance of medical supervision during a pregnancy.

LEARNING STEPS

1. Read resource 1A & 1B to obtain information about the changing body and importance of keeping healthy during pregnancy.
2. Complete resource 2 to increase your understanding of what changes your body is undergoing and the importance of medical supervision.
3. Read resources 3A & B to identify minor and major complications during pregnancy.
4. Complete resource 4 to increase your understanding of minor and major complications that might occur during pregnancy.
5. After completing resource 4, proceed to resource 5.

RESOURCES

1A Koschnick, Kay, Having a Baby, Ch. 1 & 2, pg. 5-27, Pearce text.

1B Brisbane, Holly E., The Developing Child, Third Edition, pg 79-97, text.

2. Activity Sheet 231-001-001 in this SLG and the classroom file.

3A Brisbane, Holly, The Developing Child Pg. 79-81, Pearce text.

3B Prenatal Care, U.S. Department Health, Education & Welfare Publication #OCD-75-17, pg. 27-39, Pearce text.

4. Activity Sheet 231-001-002 in this SLG and the classroom file.

5. MPO #2 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	231	231	001

Activity Sheet
231-001-001

"Conception and Pregnancy"

Directions: Obtain a copy of this sheet from the classroom file. Read Chapters 1 and 2, pages 5-27 of Having a Baby. After completing this sheet turn it into the instructor to be checked.

1. How does a woman get pregnant?

2. List the male sex organs and their functions.
   a. ______________________________:
   b. ______________________________:
   c. ______________________________:
   d. sperm:

3. List the female sex organs and their functions.
   a. ______________________________:
   b. ______________________________:
   c. ______________________________:
   d. ______________________________:
   e. ______________________________:
   f. egg:

4. Explain what happens during fertilization.

5. What are some "signs" that you may be pregnant?
   a.
   b.
   c.
   d.
   e.

6. When should you see a doctor? Explain.

Activity Sheet
231-001-001

"Conception and Pregnancy"

7. How do you figure when the baby is due?

8. How is the baby's sex determined?

9. Is there a way to predetermine the baby's sex? Explain.

10. Explain how the egg plants itself.

11. When will you really start to show?

12. What affect does the growing uterus have on your organs?
    a. Intestines & bladder:

    b. Stomach & liver:

    c. Respiratory system:

    d. Heart and veins:

13. Describe the growth of the uterus.

14. What is the job of the uterus at birth?

Activity Sheet
231-001-001

"Conception and Pregnancy"

15. When will the uterus return to normal?

16. Describe stretch marks.

17. Describe your weight gain.

18. Describe the changes in the breasts.

19. Remember: During pregnancy your body is making fantastic changes. These are normal. Pregnancy is a normal, health condition. Pregnancy is not a ________________. but if you don't understand some change, Ask! Who? Your ________________________. The first and most important thing to do when you think you are pregnant is to:
________________ __________ ______________________.

20. Why is early medical attention so important?

a.

b.

21. What are some things the doctor tells you as soon as he confirms the pregnancy?

a. c.

b.

22. What are some things that the doctor will ask about your health history?

a.

b.

c.

d.

23. Why will a urine sample be taken at your doctor visits?

a.

b.

c.

Activity Sheet
231-001-001

"Conception and Pregnancy"

24. Why will a blood sample be taken at the first visit?

    a.
    b.
    c.

25. Why will weight gain and blood pressure be taken each visit?

26. Why is a pelvic exam done at the first visit?

27. Discuss medical costs concerns.

28. How often will you visit your doctor?

9. Where can you go for Parenthood Classes? List six.

    a.
    b.
    c.
    d.
    e.
    f.

30. What are some advantages of attending such classes?

    a.
    b.
    d.
    d.

Activity Sheet
231-001-002

"Complications of Pregnancy"

Directions: Obtain a copy of this sheet from the classroom file. Use The Developing Child, pg. 79-81 and Prenatal Care, pg. 27-39 to help you complete the sheet. Turn your completed work in to your instructor to be checked.

PART I

Although pregnancy is a normal state of a woman's life and health, there may be complications experienced. A woman may experience any one or a number of these. Listed below are some of the minor complications. Describe what might cause each and what the pregnant woman should do about it.

COMPLICATION	CAUSE	WHAT SHOULD BE DONE?
1. Nausea		
2. Heartburn		
3. Shortness of Breath		
4. Varicose veins		
5. Muscle cramps		
6. Lower back pain		
7. Tiredness		
8. Frequent urination		
9. Constipation		
10. Hemorrhoids or "Piles"		

Activity Sheet
231-001-002

"Complications of Pregnancy"

PART II

Some women may experience more serious complications. Any of the following symptoms should be reported to the doctor immediately.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

These symptoms may lead to more critical problems. Discuss each of the following:

PROBLEM	DISCUSSION
1. Miscarriage	
2. Anemia	
3. Bladder or Kidney infection	
4. Toxemia	
5. Venereal Disease	
6. Premature or Low birth weight	

142

DEPT.	PROG	TASK	TPO	MPO
HE	CD	231	231	001

MICRO - PERFORMANCE OBJECTIVE # 2

Identify the changes to the body during pregnancy and the proper prenatal care.

LEARNING STEPS		RESOURCES	
1.	Read resources 1A, B, C to identify good prenatal care.	1A	Prenatal Care, U.S.D.H.E.W. #OCD-75-17, pg. 15-26, Pearce text.
		1B	Brisbane, Holly, The Developing Child pg. 82-97, Pearce text.
		1C	Koschnick, Kay, Having a Baby, pg. 28-41, Pearce text.
2.	Complete resource 2 to increase your understanding of good prenatal care.	2.	Activity Sheet 231-002-001 in this SLG and the classroom file.
3.	View resource 3 to identify the growth and change that occurs during pregnancy.	3.	Parent Magazine Co., "Prenatal Care and Preparing for Parenthood", Filmstrip 2: "A Time of Growth and Change" shown by the instructor or in the audiovisual room.
4.	Complete resource 4 to increase your understanding of changes occurring in the woman's body.	4.	Activity Sheet 231-002-002 in this SLG.
5.	Read resource 5A & B to identify the effects of pregnancy on the body and mental attitudes.	5A	March of Dimes, Parenthood Education Program, "Inside Your Body, Inside Your Head" found in the classroom file
		5B	March of Dimes, P.E.P., Strand II Informational Cards 1-15, in classroom file.
6.	Complete resource 6 to increase your understanding of body and mind needs during pregnancy.	6.	Activity Sheet 231-002-003 in this SLG.
7.	View resource 7 to emphasize the emotional impact of pregnancy.	7.	Parent Magazine Co., "Prenatal Care and Preparing for Parenthood" Filmstrip #4, "The Emotional Impact" shown by the instructor or in the audiovisual room.

DEPT	PROG	TASK	TPO	MPO
HE	CD	231	231	002

MICRO-PERFORMANCE OBJECTIVE #2 (cont'd)

Identify the changes to the body during pregnancy and the proper prenatal care.

LEARNING STEPS		RESOURCES	
8.	Complete resource 8 to increase your understanding of the emotional impact of pregnancy	8.	Activity Sheet 231-002-004 in this SLG.
9.	Using resource 9A, complete 9B to better relate to the changes occurring during pregnancy.	9A	March of Dimes, P.E.P. Booklet "Days of Change" in the classroom file.
		9B	Activity Sheet 231-002-005 in this SLG.
10.	After completing resource 9, proceed to resource 10.	10	MPO #3 in this SLG.

Activity Sheet
231-002-001

"Prenatal Care"

Directions: Obtain a copy of this sheet from the classroom file. Using the resources: The Developing Child, pg. 82-97, Prenatal Care, pg. 15-26, Having a Baby, pg. 28-41, answer the following questions. Turn the completed sheet in to the instructor to be checked.

1. How much sleep should the average woman get during pregnancy?

2. Why is walking the best exercise?

3. How long can you keep working after you get pregnant?

4. What 3 things should you keep in mind if you continue working?
   1.
   2.
   3.

5. Can you travel when you are pregnant? Explain.

6. List 3 circumstances when you may want to wear a maternity girdle?
   1.
   2.
   3.

7. Why is it important to wear a good supporting bra?

8. What are the best type of shoes to wear? Why?

9. Why should you take a bath every day?

10. What special care should be taken of the breasts?

Activity Sheet
231-002-001

"Prenatal Care"

11. Why should you see a dentist as soon as you find out that you are pregnant?

12. Can you have sexual intercourse during pregnancy?

13. When might it be recommended that you do not have sexual intercourse?

14. What about taking medicine, drugs, and smoking?

15. What emotional changes might you experience during your pregnancy?

16. What can be done about these feelings?

17. How can men help their wives during pregnancy?

18. Why do pregnant women urinate so frequently?

19. What months is this most noticeable?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	231	231	002

Activity Sheet
231-002-002

"A Time of Growth and Change"
Filmstrip Review

Directions: View the Parents Magazine Filmstrip II from the "Prenatal Care - Preparing for Parenthood" Series. Discuss the following four issues. Turn your completed work in to the instructor to be checked.

When a baby grows up to be a banker, millionaire, or even President of the United States,she/he is considered to have done so as the result of chance. Yet, in none of these events does chance play so large a part as in the miracle of birth. If your father and mother had not been who they were, you would not be you.

1. How does one's attitude toward sex influence one's feelings about pregnancy?

2. The pregnant state has a distinctive quality that sets it slightly apart from life at any other time. Women experience pregnancy as a psychological crisis. There are shifts in body images, secretion of hormones, and cultural expectations which are inevitably mirrored in the mental life of a pregnant woman. How can this affect the marital relationship?

3. While there are physical changes going on within the body, what are some of the emotional states a woman may experience during pregnancy?

4. All pregnant women participate to some extent in an altered emotional state. The obstetrical literature is filled with clinical data that attest to such emotions as anxiety, insomnia, crying spells, etc. How can the couple be better prepared to handle these feelings?

Activity Sheet
231-002-003

"Inside Your Body, Inside Your Head"
P.E.P.

Directions: Using the March of Dimes, Parenthood Education Program (P.E.P.), Strand II Informational Cards and the booklet "Inside Your Body, Inside Your Head", write a 200 word essay emphasizing the emotional impact of pregnancy. You may use the following questions to stimulate your ideas. Turn the completed work in to your instructor to be checked.

1. How does the woman feel when she learns she is pregnant?

2. How does the man feel when he learns he will be a father?

3. What choices about the baby do you have to make?

4. What were your reactions to Lynn's story?

5. What were your reactions to Gloria's story?

6. Does a pregnant woman look much different in her first three months? Does she feel different?

7. Why is it important to the baby and mother that the mother eat the right foods during the pregnancy?

8. What decisions about feeding will affect the mother's emotions?

9. What would be some emotional impacts after the birth of the baby?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	231	231	002

Activity Sheet
231-002-004

"The Emotional Impact"
Film Review

Directions: View the Parents Magazine Filmstrip IV from the "Prenatal Care - Preparing for Parenthood Series." Discuss the following issues. Turn your completed work in to the instructor to be checked.

As the pregnancy progresses, it is natural for most women to become heavily preoccupied with the distortions to their body image, feel increasingly awkward, and begin to feel some real physical discomforts. While husbands intellectually understand what is happening, it is still sometimes difficult to cope. The more solid the relationship, the better it will withstand a crisis.

1. Why do some men feel "neglected" when their wives are pregnant? What is happening in the relationship?

2. Sexual relationships vary greatly during a woman's pregnancy. What factors might be involved to cause the change? (Avoidance, fear of harming the fetus, fatigue, shame?)

3. Should the woman help the man become more involved in the pregnancy process? Is it necessary or is this really a woman's private domain?

4. It is not unusual for a pregnant woman to turn to her own mother for comfort and advice. This can happen for the man as well. It often stirs up unresolved areas of conflict between the parents-to-be and their own parents. What might the couple be concerned about? How can they maintain their autonomy and yet know when support can be of help?

5. If this is a second pregnancy, what can parents do to prepare their child for the coming event?

6. With the change of role from wife to mother and husband to father, there may be need to postpone or delay one's personal drives. How can a couple prepare for this shift? What areas must be discussed? (Values, ambitions, career?)

DEPT.	PROG	TASK	TPO	MPO
HE	CD	231	231	002

Activity Sheet
231-002-005

"Days of Change"
P.E.P.

Directions: Secure copies of the March of Dimes, P.E.P. booklet "Days of Change." Ask several students to help you act out a skit in front of the class. The parts may be read from the booklets. Arrange a time with the instructor when the skit may be given.

Parts needed:

1. Narrator
2. Shelly - main character
3. Kenny - main character
4. Ken - minor character
5. Dr. Mack
6. Renee
7. Nurse - minor character
8. Deva - minor character

DEPT.	PROG	TASK	TPO	MPO
HE	CD	231	231	002

MICRO - PERFORMANCE OBJECTIVE #3

Identify the importance of proper nutrition during pregnancy.

LEARNING STEPS	RESOURCES
1. Read resources 1A, B, and C to identify the nutritional needs of a pregnant woman.	1A *Prenatal Care*, U.S. DHEW Bulletin # OCD 75-17, pg. 9-13, Pearce Text. 1B Brisbane, Holly, *The Developing Child*, pg. 85-92, Pearce Text. 1C Koschnick, Kay, *Having a Baby*, pg. 28-29, Pearce text. 1D Task 225, M.P.O. #5 in the classroom file.
2. Complete resource 2 to increase your understanding of the nutritional needs of a pregnant woman.	2. Activity Sheet 231-003-001 in this SLG and the classroom file.
3. View resource 3 to identify the relationship between mother's health and baby's health.	3. Parent's Magazine Co., "Prenatal Care and Preparing for Parenthood", Filmstrip 3: "Healthy Mother, Healthy Baby" shown by the instructor or in the audio-visual room.
4. Complete resource 4 to increase your understanding of the relationship between mother's health and baby's health.	4. Activity Sheet 231-003-002 in this SLG.
5. Read resource 5 to identify a pregnant woman's dietary needs.	5A March of Dimes, Parenthood Education Program, "Food for Thought ...and Eating" in the classroom file. 5B March of Dimes, P.E.P. Strand I Information Cards 1-15 in classroom file.
6. Complete resource 6 to identify your understanding of the importance of the diet during pregnancy .	6. Activity Sheet 231-003-003 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	231	231	003

MICRO-PERFORMANCE OBJECTIVE #3 - cont'd

Identify the importance of proper nutrition during pregnancy.

LEARNING STEPS

7. Using resource 7A, complete resource 7B to increase your identification of food nutrients.

8. After completing resource 7, proceed to resource 8.

RESOURCES

7A March of Dimes, P.E.P. Booklet "The Junk Food Blues" in the classroom file.

7B Activity Sheet 231-003-004 in this SLG.

8. MPO #4 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	231	231	003

Activity Sheet
231-003-001

"Nutrition and Pregnancy"

Directions; Obtain a copy of this sheet from the classroom file. Using the following resources; Prenatal Care, pg. 9-13; The Developing Child, pg. 85-92; and Having a Baby, pg. 28-29, answer the questions on this sheet. Turn the completed work in to your instructor to be checked.

1. What is the single most important factor in prenatal care?

2. How have our attitudes toward diet during pregnancy changed?

3. Name a nutrient the baby might rob from its mother's body?

4. What greatly determines the future health of the baby?
   a.
   b.

5. What affect does mother's diet have upon brain growth?

6. What are the groups of the daily food pattern?
   a. ______
   b. ______
   c. ______
   d. ______

7. How do the amounts differ for a pregnant woman for each of the four above groups?
   a. ______
   b. ______
   c. ______
   d. ______

8. How does the female teen's diet affect her future babies?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	231	231	003

Activity Sheet
231-003-001

"Nutrition and Pregnancy"

9. Why is developing good eating habits good for all ages?

10. Is mother's weight gain in proportion to baby's birth weight? Explain.

11. What is the recommended weight gain? ____________________

12. What will excessive weight gain of the mother cause?

a.

b.

13. What is the weight distribution if a mother gains, say 20 pounds?

Average weight of baby at birth ______________ lbs.
Placenta ______________ lbs.
Amniotic fluid ______________ lbs.
Increased weight of uterus ______________ lbs.
Increased weight of breast tissue ______________ lbs.
Excess body fluids ______________ lbs.
Total ______________ lbs.

14. How much of this is gained in each trimester?

1st (by end 13 weeks) ______________ lbs.
2nd (by end of 26 weeks) ______________ lbs.
3rd (by end of 40 weeks) ______________ lbs.

Activity Sheet
231-003-002

"Healthy Mother, Healty Baby"
Film Review

Directions: View the Parent's Magazine filmstrip III from the Prenatal Care and Preparing for Parenthood Series. Discuss the following issues. Turn your completed work in to the instructor to be checked.

While most prospective parents dream of having an outstanding son or daughter, they are much more concerned that the baby will be healthy and normal.

1. How can prospective parents prepare themselves physically to help assure a healthy child?

2. Is it necessary for the husband to be in good health, too? How would this affect the pregnancy?

3. How does the fetus get its nutrition from the mother?

4. Should a pregnant woman be on a diet? Does the woman's weight affect the weight of the baby?

5. How do drugs affect the fetus? What about smoking?

6. Does all X-Ray need to be avoided during pregnancy?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	231	231	003

Activity Sheet
231-003-003

"Food for Thought ... and Eating"
(P.E.P.)

Directions: Using the resources from the March of Dimes, Parenthood Education Program, "Food for Thought ... and Eating" and the Informational Cards for Strand I,1-15, complete the following instructions. Turn your work in to your instructor to be checked.

Make a poster using one of the following themes. You may draw your own pictures or use pictures from magazines or newspaper advertisements. Your poster has to tell a story depicting one of these themes.

1. Calcium is the building blocks for Fetal Teeth and Bones.

2. Protein is Brain Food for your Fetus.

3. Avoid the "Sugar Blues"!

4. You are what you eat and so is your Baby!

5. Remember the things the Placenta doesn't filter out!

DEPT.	PROG	TASK	TPO	MPO
HE	CD	231	231	003

Activity Sheet
231-003-004

"The Junk Food Blues"
(P.E.P.)

Directions: Obtain copies of the March of Dimes P.E.P. Booklet "The Junk Food Blues". Ask several students to help you act out the skit in front of the class. The parts may be read from the booklets. Arrange a time with the instructor when the skit may be given.

Parts needed:

M. T. Calorie -

Nutricia -

Doc -

Dinah Mite -

Tina -

Advertisement -

Dear Aunt Penny's Column -

DEPT.	PROG	TASK	TPO	MPO
HE	CD	231	231	003

MICRO - PERFORMANCE OBJECTIVE #4

Identify the changes that occur in a pregnant woman's body and the necessary prenatal care for her health and fetal welfare.

LEARNING STEPS	RESOURCES
1. View resource 1 to review the pregnant woman and prenatal care.	1. Concept Media Filmstrip "Pregnancy, Birth and the Newborn", frames 1-66, shown by the instructor or in the audiovisual room.
2. Review resources 2A and B to prepare for the evaluation of your understanding of prenatal care.	2A All MPO's in this SLG. 2B Task 225, MPO #5 in the classroom file.
3. When you are ready to be evaluated, ask your instructor for resource 3.	3. Written Criterion Exam 231 from the instructor.
4. After discussing the evaluation with the instructor, proceed to the next learning guide.	4. Instructor.

DEPT	PROG	TASK	TPO	MPO
HE	CD	231	231	004

PROGRAM Child Development

CRITERION EXAM

TASK # 231

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON the changes that occur in a pregnant woman's body and the necessary prenatal care for her health and the fetus' welfare.

PART I

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET.* DO NOT WRITE ON THIS TEST! To master this exam you must answer 33 out of 44 items correctly, (75 %).

* PART II

Each of the following statements may represent correct or incorrect information. If the statement is true mark "T" or if the statement is false, mark "F" in the blank space on the ANSWER SHEET.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	231	231	004

Activity Sheet

Criterion Exam 231

PART I

Directions: Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with the choice (A-B-C-D) in the numbered blank on your ANSWER SHEET.

1. Tiredness may be experienced during pregnancy because of
   A. continual cell formation.
   B. crowding of the heart and stomach.
   C. some unknown reason that will pass in 3 months.
   D. the woman having more things to do now.

2. Crowding of organs by the expanding uterus can cause all but one of the following
   A. constipation.
   B. frequent urination.
   C. heartburn.
   D. nausea.

3. All but one of the following should be reported to the doctor immediately
   A. blurred vision or dizziness.
   B. frequent urination.
   C. severe vomiting.
   D. swelling of face and hands.

4. Toxemia is
   A. a kidney malfunction during pregnancy.
   B. heart contractions during pregnancy.
   C. internal bleeding during pregnancy.
   D. none of the above.

5. A common cause of miscarriage is
   A. poor diet of the mother.
   B. something that has frightened the mother.
   C. too much exercise done by the mother.
   D. none of the above.

Activity Sheet

Criterion Exam 231

6. Many babies are born before term and have little chance of survival because
   - A. mothers did not get sufficient rest.
   - B. mothers eat a diet low in body building nutrients.
   - C. mothers use excessive drugs.
   - D. of all of the above.

7. Which of the following can enter the body of the fetus from the mother's body and cause birth defects?
   - A. Chicken pox
   - B. German measles
   - C. Gonorrhea
   - D. None of the above will affect the fetus.

8. The male sex cell is called a
   - A. placenta.
   - B. ovum.
   - C. sperm.
   - D. uterus.

9. The baby is nourished when food passes from the mother's blood to the baby's blood stream through the
   - A. Fallopian tube.
   - B. ovary.
   - C. placenta.
   - D. uterus.

10. A doctor who takes care of the pregnant woman and the delivery of the baby is called a/an
    - A. obstetrician.
    - B. orthodontist.
    - C. pediatrician.
    - D. podiatrist.

11. The uterus is an organ
    - A. where the baby grows.
    - B. where the egg implants.
    - C. which contracts and pushes the baby out.
    - D. all of the above.

Activity Sheet

Criterion Exam 231

12. All but one of the following is done at each prenatal exam.
    - A. Blood pressure
    - B. Blood sample
    - C. Urinalysis
    - D. Weight gain

13. To determine the date the baby is due
    - A. count back three months from the day the last period began and add one week.
    - B. count back three months from the day the last period began and subtract one week.
    - C. count nine months from the first day a period is missed.
    - D. count three months from the first day a period is missed.

14. Early medical attention for a pregnant woman is important because
    - A. fetal development is rapid in the first three months.
    - B. pregnancy may bring about health complications.
    - C. the doctor will encourage proper diet.
    - D. all of the above.

15. A healthy weight gain for a pregnant woman is
    - A. 10 pounds.
    - B. 25 pounds.
    - C. 35 pounds.
    - D. 40 pounds.

16. A good exercising program for a pregnant woman is to
    - A. avoid all exercise.
    - B. begin a new aerobics class.
    - C. continue regularly participated sports.
    - D. jog regularly at an increased rate.

17. Breast tissue during pregnancy
    - A. becomes engorged.
    - B. increases in size.
    - C. stays the same.
    - D. experiences none of the above.

DEPT	PROG	TASK	TPO	MPO
HE	CD	231	231	004

Activity Sheet

Criterion Exam 231

18. All but one of the following can describe the emotional ups and downs during pregnancy.
    - A. are common
    - B. can be experienced by both parents
    - C. can be lessened by an understanding spouse
    - D. indicate the pregnancy was not wanted

19. Women experience pregnancy as a psychological crisis because of
    - A. cultural expectations of motherhood.
    - B. secretion of hormones.
    - C. shifts in body images.
    - D. all of the above.

20. When will the pregnant woman's body begin to show her pregnancy?
    - A. 12 weeks
    - B. 16 weeks
    - C. 24 weeks
    - D. 28 weeks

21. The single most important factor in prenatal care is
    - A. doctor care.
    - B. good health habits.
    - C. husband-wife understanding.
    - D. nutrition

22. The nutrient with increased needs is
    - A. carbohydrates.
    - B. fat.
    - C. protein.
    - D. vitamin B complex.

23. The milk group daily requirement for a pregnant woman is
    - A. 2 servings.
    - B. 3 servings.
    - C. 4 servings.
    - D. 6 servings.

Activity Sheet

Criterion Exam 231

24. The nutrient that the fetus has been known to rob the mother's supply is
    A. calcium.
    B. iron.
    C. protein.
    D. Vitamin C.

25. The most important single item that determines the future health of the baby is
    A. father's health.
    B. mother's health.
    C. prenatal care.
    D. none of the above.

26. The baby's weight is
    A. in proportion to the mother's weight gain.
    B. not in proportion to the mother's weight gain.
    C. too great due to the mother's junk food intake.
    D. none of the above.

27. Average weight of a baby at birth is
    A. 6 pounds.
    B. 7 pounds.
    C. 8 pounds.
    D. 9 pounds.

28. The woman's weight gain is greatly due to excessive fluids which may make up to
    A. 2 pounds.
    B. 4 pounds.
    C. 6 pounds.
    D. 10 pounds.

29. The most weight gain for the pregnant woman will be during
    A. first trimester.
    B. second trimester.
    C. third trimester.
    D. none of the above because weight gain is evely distributed.

30. An example of brain food for the fetus would be
    - A. cake.
    - B. dark-green leafy vegetable.
    - C. french fries.
    - D. hamburger.

31. A venereal disease that can cause blindness in an infant if he picks up the germ as it passes through the birth canal is
    - A. German measels.
    - B. gonorrhea.
    - C. syphilis.
    - D. none of the above.

32. Conception is a term referring to the
    - A. birth of the baby.
    - B. donut-shaped muscle at the base of the uterus.
    - C. pains that help the cervix to stretch.
    - D. union of male and female sex cells.

PART II

Directions: The following statements may represent correct or incorrect information. If the statement is true mark "T" or if it is false mark "F" in the blank space on the ANSWER SHEET.

33. Birthmarks are often caused by fear of something the mother heard or saw during the pregnancy.

34. Infant mortality is very high among mothers who do not gain sufficient weight during pregnancy.

35. Heartburn may be a cause of discomfort during the first three months of pregnancy.

36. It is possible for a baby to have a different blood type than his mother.

37. German measles, contacted during the first three months, can lead to deformity of the fetus.

38. The female egg originates in the uterus.

39. No drugs can penetrate the placenta, so the baby will be safe inside the uterus no matter what the mother takes.

Activity Sheet

Criterion Exam 231

40. Children born to mothers who have used heroin prior to the delivery are often both with a heroin addiction.

41. Iron is necessary in the diet because it controls the bone formation of the baby.

42. Mental retardation is a risk a mother must take for her newborn if she does not eat enough of the right kind of foods during her pregnancy.

43. Foods craved during pregnancy are a sure sign that the mother is lacking some vitamins.

44. Gonorrhea if left untreated in a pregnant woman can cause the baby to be born with deformities.

Activity Sheet

Criterion Exam 231
Student Answer Sheet

Name ________________________________

PART I

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____
18. ____
19. ____
20. ____
21. ____
22. ____
23. ____
24. ____
25. ____
26. ____
27. ____
28. ____
29. ____
30. ____
31. ____
32. ____

PART II

33. ____
34. ____
35. ____
36. ____
37. ____
38. ____
39. ____
40. ____
41. ____
42. ____
43. ____
44. ____

DEPT	PROG	TASK	TPO	MPO
HE	CD	231	231	004

Activity Sheet

Criterion Exam 231
Teacher Answer Key

PART I

1. A
2. D
3. B
4. A
5. A
6. D
7. B
8. C
9. C
10. A
11. D
12. B
13. A
14. D
15. B
16. C
17. B
18. D
19. D
20. A
21. D
22. C
23. C
24. A
25. B
26. B
27. B
28. C
29. B
30. D
31. B
32. D

PART II

33. F
34. T
35. F
36. F
37. T
38. F
39. F
40. T
41. F
42. T
43. F
44. F

DEPT	PROG	TASK	TPO	MPO
HE	CD	231	231	004

COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task Identify the Birth Process and the Importance of Understanding it as a Natural, Safe Procedure.

Purpose

Giving birth is a natural climax of the human reproduction process. The body has been changing over the last nine months in preparation for the big event. Childbirth has long been associated with pain; however, through research in the last century, much has been done to make childbirth easier and safer. Studies are showing that fear plays an important part in the amount of pain experienced. Thus the more a woman understands what her body is doing, what is happening to the baby, and what is expected of her, the easier the delivery will be on her and the baby. In the last decade the importance of the role of the father during pregnancy and delivery has been greatly increased. In this task you will gain a better understanding of the total birth process.

CHILD DEVELOPMENT

Program	Task	Est. Time	Prereq.
CD	241	10 hrs.	221

June, 1983

LEARNING CONTRACT

1 STUDENT DATA

NAME ____________________ SOCIAL SECURITY NUMBER ____________________

LENGTH OF CONTRACT (NORMAL TIME IN HOURS) ____________________

2 TERMINAL PERFORMANCE OBJECTIVE

Given a criterion exam, identify the birth process and the importance of understanding it as a natural, safe procedure. To master this task you must achieve 33 out of 44 or 75% correct on the exam.

2a MICRO—PERFORMANCE OBJECTIVE(S)

1. Identify the importance of increased general knowledge of what to expect during the birth process.
2. Identify the signs and stages of labor during the birth process.
3. Identify the different types of childbirth methods.
4. Identify the birth process and the importance of understanding it as a natural, safe procedure.

3 AGREEMENT

I, ____________________ agree to complete the above stated terminal performance requirement within ____________________ to ____________________. I further recognize that the conditions of the contract (performance and time agreement) report my ability to perform the requirements of the occupation and record my progress.

Student's Signature

DEPT	PROG	TASK	TPO
HE	CD	241	241

Instructor's Signature
(verifies competency)

MICRO-PERFORMANCE OBJECTIVE #1

Identify the importance of increased general knowledge of what to expect during the birth process.

LEARNING STEPS	RESOURCES
1. Read resource 1 to provide a general information of what happens during the hospital stay.	1. Prenatal Care, U.S. Dept. of Health, Education & Welfare, Publication #OCD 75-17, pg. 41-60.
2. Complete resource 2 to increase your understanding of what happens during the hospital stay.	2. Activity Sheet 241-001-001 in this SLG and the classroom file.
3. Read resource 3 to provide general information about the birth process.	3. Brisbane, Holly, The Developing Child, Third Edition, Ch 5, pg. 105-124, Pearce text.
4. Complete resource 4 to increase your terminology related to the arrival of a baby.	4. Activity Sheet 241-001-002 in this SLG.
5. Read resource 5 to provide a general knowledge of the birth process.	5. Koschnick, Kay, Having a Baby, Ch.3, pg. 44-69, Pearce text.
6. Complete resource 6 to increase your general understanding of the birth process.	6. Activity Sheet 241-001-003 in this SLG and the classroom file.
7. After completing resource 6 proceed to resource 7.	7. MPO #2 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	001

Activity Sheet
241-001-001

"Prenatal Care: Going to the Hospital and What Happens"

Directions: Obtain a copy of this sheet from the classroom file. Read the resource: Prenatal Care, U.S. DHEW booklet, pg. 41-60. Turn the completed sheet in to your instructor to be checked.

1. What are some of the things you should take with you to the hospital? (List some things other than listed in the book, too.)

2. Describe what happens when you get to the hospital.

3. What is the difference between the labor room and the delivery room?

4. What is an episiotomy?

5. What is a Caesarean delivery? Who was it named after?

6. What is a breech baby?

7. What are forceps and what are they used for?

8. What is the recovery room and what is done there?

9. What is "rooming in"?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	241	241	001

"Prenatal Care: Going to the Hospital and What Happens"

10. What is the difference between true and false labor?

11. Describe some signs of true labor.

12. How can you help your labor?

13. What is natural childbirth?

14. What is the difference between Analgesics and Anesthesia?

15. When can you get out of bed?

16. How long will you stay in the hospital?

17. How long does it take for the abdomen to get back to normal size?

18. What are afterpains?

19. What is "lochia"?

20. What are "Postpartum" blues?

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	001

Activity Sheet
241-001-001

"Prenatal Care: Going to the Hospital and What Happens"

21. When will you have a regular menstrual period?

22. When can you have sex relations?

23. When can you go back to work?

24. What happens at the postpartum examination?

Activity Sheet
241-001-002

"The Baby's Arrival: Hidden Word Puzzle"

Directions: Complete Activity 2: Hidden Word Puzzle for Chapter 5: "The Baby's Arrival" from your The Developing Child Student Guide, pg. 43-44. This exercise will evaluate your understanding of terminology related to the arrival of a baby. Use your text The Developing Child, Ch. 5, pg. 105-124 to help you. Turn the completed activity in to your instructor to be checked.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	001

Activity Sheet
241-001-003

"Giving Birth"

Directions: Obtain a copy of this sheet from the classroom file. Read Chapter 3, pg. 44-69 of the text Having a Baby. After each of the following text headings, summarize three facts that you have learned through your reading experiences. This will help to evaluate your understanding of what to expect during the birth process.

1. What happens in labor?
   a.
   b.
   c.
2. The first stage of labor
   a.
   b.
   c.
3. The second stage of labor
   a.
   b.
   c.
4. The third stage of labor
   a.
   b.
   c.
5. Signs of labor
   a.
   b.
   c.
6. What to do when labor starts
   a.
   b.
   c.
7. Plan ahead for paying the hospital costs
   a.
   b.
   c.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	001

Activity Sheet
241-001-003

"Giving Birth"

8. What kind of room will you have? Room-in?

   a.

   b.

   c.

9. Pre-registering

   a.

   b.

   c.

10. Who will be the baby's doctor?

   a.

   b.

   c.

11. Breast-feed or bottle-feed?

   a.

   b.

   c.

12. Prepared childbirth classes

   a.

   b.

   c.

13. Naming the baby

   a.

   b.

   c.

14. Who will take care of the children?

   a.

   b.

   c.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	001

Activity Sheet
241-001-003

"Giving Birth"

15. What to take with you
    a.
    b.
    c.

16. Getting to the hospital
    a.
    b.
    c.

17. What to expect at the hospital admissions
    a.
    b.
    c.

18. What to expect in the labor room
    a.
    b.
    c.

19. Types of pain relief
    a.
    b.
    c.

20. Decisions about pain relief
    a.
    b.
    c.

21. What to expect in the delivery room
    a.
    b.
    c.

22. Most babies are "born naturally"
    a.
    b.
    c.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	001

Activity Sheet
241-001-003

"Giving Birth"

23. Forceps delivery
   a.
   b.
   c.

24. Breech birth
   a.
   b.
   c.

25. Caesarean Section
   a.
   b.
   c.

26. Induced labor
   a.
   b.
   c.

27. Premature birth
   a.
   b.
   c.

28. How your baby will look
   a.
   b.
   c.

29. For boys only - circumcision
   a.
   b.
   c.

Activity Sheet
241-001-003

"Giving Birth"

30. How will you feel after delivery?
   a.
   b.
   c.

31. Your breasts and milk production
   a.
   b.
   c.

32. Your emotions after the baby comes
   a.
   b.
   c.

33. Going home
   a.
   b.
   c.

34. A thought for your homecoming
   a.
   b.
   c.

MICRO-PERFORMANCE OBJECTIVE # 2

Identify the signs and stages of labor during the birth process.

LEARNING STEPS	RESOURCES
1. Review resource 1 to give a better look at the actual birth process.	1. Brisbane, Holly, The Developing Child, Third Edition, Ch. 5, pg. 105-114.
2. Complete resource 2 to increase your understanding of the birth process.	2. Activity Sheet 241-002-001 in this SLG.
3. Read resource 3 to gain information concerning the last eight weeks of pregnancy.	3. "The Last Eight Weeks of Pregnancy", gynecologist information sheet in the classroom file.
4. Study resource 4 to identify the symptoms, processes, and roles of individuals during the stages of labor.	4. Information Sheet 241-002-002 in this SLG and the classroom file.
5. Review resource 5A and 5B to identify body processes during labor stages.	5A Koschnick, Kay, Having a Baby, pg. 45-51, Pearce text. 5B Brisbane, Holly, The Developing Child, pg. 105-109, Pearce text.
6. Complete resource 6 to increase your understanding of body processes durin labor stages.	6. Activity Sheet 241-002-003, in classroom file and this SLG.
7. View resource 7 to observe the woman's preparations for the delivery.	7. Filmstrip-Cassette by Parent's Magazine Films, "Prenatal Care: Preparing for Parenthood" Film #5 "Preparing for Birth" shown by the instructor or in the audiovisual room.
8. Complete resource 8 to increase your understanding of delivery preparation.	8. Activity Sheet 241-002-004 in this SLG and the classroom file.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	002

MICRO - PERFORMANCE OBJECTIVE #2

Identify the signs and stages of labor during the birth process.

LEARNING STEPS	RESOURCES
9. Observe resources 9A and 9B to better understand the anatomy of the body during delivery.	9A 3-D model of the fetus in the womb at 9 months. In the classroom cabinet. Ask teacher. 9B The Birth Atlas by Maternity Center Association. Flip chart of fetal developments during pregnancy. In the classroom cabinet. Ask teacher.
10. View resource 10 to increase your understanding of the birth process and the role of the husband.	10. Concept Media Filmstrip "Pregnancy, Birth and the Newborn", frames 67-111 on the section called "The Birth Experience". Shown by the instructor or in the audiovisual room.
11. Complete resource 11 to evaluate your understanding of the stages of labor and the birth process.	11. Activity Sheet 241-002-005 in this SLG.
12. After completing resource 11, proceed to resource 12.	12. MPO #3 in the SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	002

Activity Sheet
241-002-001

"The Birth Process"

Directions: Complete the Activity 1: Study Guide for Chapter 5: "The Baby's Arrival" from your The Developing Child Student Guide, pg. 39-40. Do only questions 1-16 covering "The Birth Process". Use your text The Developing Child Ch. 5, pg. 105-114 to help you answer the questions. Turn the completed work to the instructor to be checked.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	002

Information Sheet
241-002-002

"What Will It Be Like in Labor"

I. Signs of Labor

CONTRACTIONS	BLOODY SHOW	BAGWATER BREAKS
1. Backache and/or pelvic pressure	1. Bloody mucous, not bright red bleeding.	1. Amniotic membrane ruptures.
2. Contractions regularly spaced.	2. Usually small amount at start of labor	2. May be sudden rupture or slow seepage (about 1 quart)
3. May start out mild, becoming stronger, longer and closer together.		3. May not break until delivery.

Information Sheet
241-002-002

"What Will It Be Like In Labor

II. Three Stages of Labor

NAME OF STAGE	SYMPTOMS	WHAT TO DO?
I. FIRST: DILATION 12 hours (average for first baby)	1. Contractions a. Backache and/or pelvic pressure. b. Regularly spaced --- rhythmatic muscle contractions. c. Contractions increase in intensity,duration & frequency. 2. Show: blood-tinged mucous 3. Rupture of amniotic membrane 4. Cervix softening and stretching	1. Notify your physician 2. Relax 3. Continue what you are doing, if comfortable 4. Time contractions. 5. Go to hospital when the contractions are the number of minutes apart that the doctor told you. 6. Labor room in the hospital. 7. Assume comfortable position 8. RELAX! 9. Transferred to delivery room.
TRANSITION (last 20-45 minutes of Stage One)	1. Contractions closer and stronger and longer. 2. Rectal pressure - possible desire to bear down. 3. Shaking or tremors, nausea, perspiring. 4. Cervix 10 centimeter diameter.	
II. SECOND: BIRTH OF BABY 45 minutes to 1½ hours	1. Crowning: Baby's head appears 2. Uncontrollable urge to PUSH 3. Strong contractions by the uterus. 4. The woman's body and mind need to work together! 5. Baby is expelled.	1. PUSH during contractions 2. RELAX between contractions by slow abdominal breathing. 3. PANT during contractions, if requested by physician to avoid pushing down.
III. THIRD: AFTERBIRTH Few minutes to 30 minutes	1. Milder contractions 2. Placenta separates from uterine wall.	1 PUSH when requested by physician 2. Look at YOUR BABY!

Information Sheet
241-002-002

"What Will It Be Like In Labor

III. Roles Played During Labor

ROLES	FIRST STAGE	SECOND STAGE	THIRD STAGE
The Body's Role	1. Softening of cervix 2. Dilation of Cervix from 1 to 10 cm. 3. Contractions 4. Baby moves down birth canal	1. Cervix completely open (10 cm.) 2. Pressure on rectum and bladder - a "pushing" sensation. 3. Baby is born	1. Uterus contracts separating placenta from uterus. 2. Placenta passes through birth canal and out. 3. Uterus hard like a ball.
Mother's Role	Rest Exercise Laugh Ask questions X (boy or girl)	Push with Contractions Rest between contractions	See baby
Father's Role	Have shortest route to hospital planned. Rub wife's back in labor, be calm, encourage her and be her moral support.	Have phone list and cigars ready. Wait patiently.	Reassure other husbands.
Doctor's Role	Will explain when go to hospital. Will order medication to help you relax in labor.	Will be your coach. Will place your newborn son or daughter on your tummy for you to admire while he cuts the cord.	Congratulates you. While you rest, he repairs episiotomy.
Nurse's Role	Will prepare you for delivery: shave, enema, check you closely: 1) baby's heart rate (nurse will let you & your husband listen. 2) rectal exam. Will let you know of the progress you are making & help.	Will move you to delivery room (your bed has wheels). Will assist the doctor, and be at your side.	Will help to make your delivery and labor a satisfying experience for you and your husband.

Activity Sheet
241-002-003

Labor Process

Directions: Obtain a copy of this sheet from the classroom file. Using resources: Having a Baby text, pg. 45-51 and The Developing Child text, pg. 105-109, answer the following questions. Turn the completed sheet in to the instructor to be checked.

1. Describe the three ways labor may start.
   a.

   b.

   c.

2. How can you tell the difference between true labor and false labor?

3. At what stage do you usually go to the hospital?

4. Fill in the blanks about the anatomy of the birth organs.
   a. The uterus is a ____________________ organ.
   b. The uterus weighs about ________ ounces before pregnancy, and at the end of pregnancy it weighs __________ pounds.
   c. The cervix is about _____________ long.
   d. The cervix is located at the bottom end of the _________________________.
   e. The cervix must stretch or _____________________ to about ____________ inches to allow the baby's head to pass.
   f. For the baby to leave the woman's body it must travel _______ inches through the vagina.
5. Fill in the blanks concerning labor process.
   a. The muscles of the ____________ begin to contract or __________________.
   b. This squeezing, forces the ____________ against the _______________.
   c. The pressure of the baby forces the cervix to open or ___________________.
   d. Once the cervix is wide enough the baby's head ______________________________.
   e. The muscles of the ______________ keep contracting to push the baby down the _________________ called the ________________________.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	002

Activity Sheet
241-002-003

Labor Process

6. How can the dilation of the cervix be measured?

   a.

   b.

   c.

7. Compare contractions

	Length	Frequency
a. Beginning:	________	________
b. Toward end:	________	________

8. How long does each stage last

   a. Dilation: ________

   b. Transition: ________

   c. Delivery: ________

   d. Afterbirth: ________

9. Explain how the woman's body and mind must work together during delivery.

10. Explain where the episiotomy is done.

11. Explain why it is done.

12. Explain when the cord is clamped.

13. Where is the cord clamped?

14. Does the cutting of the cord hurt?

15. What are the reasons the uterus continues to contract even after delivery?

   a.

   b.

   c.

Activity Sheet
241-002-004

"Preparing for Birth"
Film Review

Directions: Obtain a copy of this sheet from the classroom file. View the Parent's Magazine Film "Prenatal Care: Preparing for Parenthood" Film V-"Preparing for Birth". Discuss the following questions. Turn your completed work in to the instructor to be checked.

Concern and preparation for labor and delivery seem to be of greatest important to the pregnant woman in her final trimester. She has known for nine months that it will be the inevitable culmination of her pregnancy. The physical event of delivery is unforgettable - an extraordinary phenomenon. The more the couple understands what is happening, the less frightened and anxious they will feel.

1. Is natural childbirth necessary? What is its value? Why do some women view it as an achievement? Is it good for everyone?

2. Is it helpful to have your husband with you in labor and delivery? Can it affect the father's attitude? Is it always helpful to the woman? Can it be sufficient to learn about delivery through books and charts? Who should decide?

3. How does group participation in childbirth classes help prospective parents ?

4. Is "rooming in" beneficial to both mother and child? What factors need to be considered?

5. There are many points of view about breast feeding. What are yours?

6. What preparation should the couple make for the baby's arrival home? What might be the most helpful? (Baby nurse, housekeeper, babysitter, grandmother?)

Activity Sheet
241-002-005

"Check Your Knowledge About the Baby's Arrival"

Directions: Obtain a copy of "Chapter 5: The Baby's Arrival - Check Your Knowledge ", pg. 60-61 from The Developing Child Teacher's Resource Guide by Holly E. Brisbane. The reference number for the assignment is HO-10. Turn the completed work in to your instructor to be checked

MICRO-PERFORMANCE OBJECTIVE # 3

Identify the different types of childbirth methods.

LEARNING STEPS

1. Read resource 1 to identify the different methods of childbirth.
2. Read resource 2 to identify the "Natural" childbirth.
3. View resource 3 to observe six different women during their labor.
4. Complete resource 4 to increase your terminology and understanding about birth.
5. Complete rescurce 3 to increase your understanding of the childbirth methods.
6. After completing resource 5, proceed to resource 6.

RESOURCES

1. "Childbirth" information sheet HO-11 from The Developing Child Teachers' Resource Guide by Holly E. Brisbane, pg. 63-64. In the classroom file.
2. "Should You Have 'Natural' Childbirth?" gynecologist information sheet in the classroom file.
3. Guidance Associates Films, Birth: two part filmstrip cassette set shown by the instructor or in the audiovisual room.
4. Activity 241-003-001 in this SLG and the classroom file.
5. Activity Sheet 241-003-002 in this SLG.
6. MPO #4 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	003

Activity Sheet
241-003-001

"Birth"
(Film Review)

Directions: Obtain a copy of this sheet from the classroom file. View the two-part filmstrip set called "Birth" by Guidance Associates Films. Complete the questions and turn this sheet in to the instructor to be checked.

1. Discuss each of the following types of delivery:

   a. Natural:

   b. Induced:

   c. Forceps:

   d. Caesarean:

2. Name and discuss the three stages of labor:

   a. ______________________________:

   b. ______________________________:

   c. ______________________________:

3. What are the signs that delivery is near?

   a.

   b.

   c.

4. Discuss each of the following uses of drugs during delivery:

   a. Analgesics:

   b. Amnesiacs:

   c. Anesthetics:

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	003

Activity Sheet
241-003-001

"Birth"
(Film Review)

5. When might Forcep technic be used?

6. When might Caesarean technic be used?

7. When might labor be induced?

8. What is the biggest problem a woman might bring about during delivery?

9. Compare false labor and true labor.

10. What is done during prepping?
   a.
   b.
   c.

11. Describe the "labor room" time.

12. Describe the "delivery room" time.

13. Discuss the father's role in delivery.

14. Explain the panting and pushing relationship in delivery.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	003

Activity Sheet
241-003-001

"Birth"
(Film Review)

15. What is an episiotomy and when is it used?

16. Discuss what "bonding" is, and its importance.

17. Discuss pros and cons of hospital, clinic, home deliveries:

	PROS	CONS
a. Hospital:		
b. Clinic:		
c. Home:		

18. Define these terms in relation to birth:

a. Cervix:

b. Dilation:

c. Vagina:

d. Placenta:

e. Lightening:

Activity Sheet
241-003-001

"Birth"
(Film Review)

18. cont'd

f. Mucous plug:

g. Amniotic sac:

h. Electronic Monitor:

i. Prepping:

j. Enema:

k. Molding:

l. Episiotomy:

m. Umbilical Cord:

n. White coating on baby:

o. Apgar scale:

p. Bonding:

q. Jaundice:

Activity Sheet
241-003-002

"Childbirth Methods"

Directions: Choose one of the childbirth methods. Write a 200 word essay explaining the process, advantages, disadvantages, etc. Use the library and the resources listed in this MPO to aid you. Turn your completed work in to the instructor to be checked.

MICRO - PERFORMANCE OBJECTIVE #4

Identify the birth process and the importance of understanding it as a natural, safe procedure.

LEARNING STEPS

1. Review resource 1 to prepare for the evaluation of your understanding of the birth process and the importance of understanding it as a natural, safe procedure.
2. When you are ready to be evaluated, ask your instructor for resource 2.
3. After discussing the evaluation with the instructor, proceed to the next selected learning guide.

RESOURCES

1. All MPO's in this SLG.
2. Written Criterion Exam 241 from the instructor.
3. Instructor.

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	004

PROGRAM Child Development

CRITERION EXAM

TASK # 241

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON the birth process and the importance of understanding it as a natural, safe procedure.

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! To master this exam you must answer 33 out of 44 items correctly, (75 %).

DEPT.	PROG	TASK	TPO	MPO
HE	CD	241	241	004

Criterion Exam 241

PART I. Each of the statements below is true or false. Place the letter "T" if it is true or "F" if it is false in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST.

1. The uterus weighs about 4 pounds at the time of delivery.
2. The vagina is about 4 to 5 inches long.
3. The muscle of the uterus squeezes to push the baby's head against the cervix during labor.
4. The doctor may perform an episiotomy during the third stage of pregnancy.
5. The mother spends most of the third stage of labor in the labor room.
6. The Lamaze Method began as a hypnosis delivery.
7. All pain killing medications interefere to some extent with the breathing of the mother and her unborn child.
8. Most babies are born feet first.
9. The loss of the mucous plug is a sign the mother may lose her baby in miscarriage.
10. Drugs can penetrate the placenta so should be used sparingly and only under strict supervision.
11. A woman who has learned to relax will have a much easier delivery.
12. False labor pains can be identified because they are very regular and increasingly more intense.
13. An obstetrician specializes in the prenatal and postnal care of the mother.
14. A husband in the labor room or delivery room may be very supportive to the mother.
15. The cutting of the umbilical cord will only hurt the baby for a moment.
16. The woman who learns to "pant and blow" during birth will prevent damage to vaginal tissues.
17. Natural childbirth means delivering the baby with little or no use of drugs.
18. "Rooming-in" means the husband can stay at the hospital with his wife all night.
19. Lochia is the bloody show right before labor begins.
20. The woman experiencing "afterpains" usually means the uterus is returning to normal size.
21. A midwife is a woman who has a baby by using sperm from someone other than her husband.
22. Breastfeeding doesn't have to be decided until after the baby arrives.
23. Induced labor is brought about by the injection of hormone into the mother's body.
24. Postpartum blues probably means you really didn't want this baby.
25. Lightening refers to the shifting of the baby into the pelvis area.
26. Transition means that the baby is ready to crown.
27. The doctor is not generally aiding you during the dilation stage of labor.
28. When the baby's head emerges through the cervix he is said to have "crowned".

Criterion Exam 241

29. The space between bones of the skull to allow the baby's head to be molded during delivery is called forceps.

30. Dilation of the cervix to prepare for the baby's birth will be about four inches.

PART II. Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with the choice (A-B-C-D) in the numbered blank on your ANSWER SHEET!

31. The cervix is the
    A. donut-shaped muscle at the base of the uterus.
    B. last bone in the spinal column.
    C. lower end of the vagina.
    D. sac of fluids that holds the baby.

32. The longest stage of labor is the stage of
    A. afterbirth.
    B. delivery.
    C. dilation.
    D. transition.

33. Contractions near the crowning of the baby may
    A. be as close as 2 minutes apart.
    B. be as far as 20 minutes apart.
    C. last about 30 seconds each.
    D. last about 5 minutes each.

34. The Read Method of childbirth reduces childbirth pain by
    A. giving a local anesthetic.
    B. putting the mother under hypnosis.
    C. reducing fear.
    D. none of the above.

35. All but one of the following are pain relievers during labor
    A. analgesics to deaden the pain.
    B. general anesthetics to affect the pain in the whole body.
    C. local anesthetics to put part of the body to sleep.
    D. regional anesthetics to make the woman forget the pain.

PART II - cont'd

36. The afterbirth is the
    - A. conditioning of the body after delivery.
    - B. contractions caused from the shrinking uterus.
    - C. critical period of care for the baby following delivery.
    - D. placenta and membranes which pass out of the mother's body after the baby is born.

37. All but one of the following are sure signs that delivery is near
    - A. bloody mucous passes from the vagina.
    - B. breaking of the bag of waters.
    - C. mother feels the baby's movements.
    - D. mother experiences repeating rhythmatic backaches.

38. Contractions are
    - A. birth control methods.
    - B. squeezing of the muscles surrounding the uterus during labor.
    - C. tightening of the cervix.
    - D. union of the male and female sex cells.

39. An episiotomy is a/an
    - A. abdominal operation to remove the baby from the mother.
    - B. advanced labor contractions.
    - C. incision made at the vaginal entrance during the birth process.
    - D. re-conditioning exercise for the uterus to return to normal size.

40. After the birth of the baby, the uterus
    - A. contracts back to its normal size.
    - B. enlarges for a short time.
    - C. has to be removed.
    - D. passes out with the other afterbirth tissues.

41. Forceps delivery is
    - A. a normal delivery procedure.
    - B. done only after the baby's head is into the dilated cervix.
    - C. the removal of the baby through the abdomen.
    - D. none of the above.

42. Soon after the birth of the baby, the breasts of the mother
    - A. secrete a thin watery fluid called colostrum.
    - B. secrete a watery fluid that is harmful to the baby.
    - C. shrinks to normal quickly.
    - D. does none of the above.

Criterion Exam 241

PART II - cont'd

43. An abdominal operation to remove the baby from the mother is called
    A. Caesarean section.
    B. forceps delivery
    C. Lamaze Method.
    D. miscarriage.

44. Breech birth is when the delivery is done
    A. by a midwife.
    B. by the baby coming feet first.
    C. early in the pregnancy to help save the fetus.
    D. without the aide of a doctor.

Criterion Exam 241

Name ______________________________

Student Answer Sheet

PART I

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

PART II

31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	004

Criterion Exam 241

Teacher Answer Key

PART I

1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. F
9. F
10. T
11. T
12. F
13. T
14. T
15. F
16. T
17. T
18. F
19. F
20. T
21. F
22. F
23. T
24. F
25. T
26. T
27. T
28. T
29. F
30. T

PART II

31. A
32. C
33. A
34. C
35. D
36. D
37. C
38. B
39. C
40. A
41. B
42. A
43. A
44. B

DEPT	PROG	TASK	TPO	MPO
HE	CD	241	241	004

COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task Identify the Characteristics of the Newborn and the Newborn's Needs.

Purpose The arrival of a newborn is generally an exciting event, but with it also comes mixed feelings. The couple is generally pleased and happy that the baby has arrived safely after nine months of anticipation. But, with the first child especially, feelings of fear, anxiety and frustration creep into the couple's minds. The more the couple understands about what to expect from this very tiny, fragile, new life, the less anxious they will be. Having confidence and a feeling of ease will make the experience more pleasant for the couple and, certainly, for the newborn. Since the baby's strongest sense at birth is feeling, he/she is very aware of the emotional stability of his caregivers. In this task you will gain a better understanding of the newborn's capabilities, limitations, and total needs. Thus you will be a better prepared caregiver or parent-to-be.

CHILD DEVELOPMENT

Program	Task	Est. Time	Prereq.
CD	251	10 hours	241

June, 1983

LEARNING CONTRACT

1 STUDENT DATA

NAME ____________________ SOCIAL SECURITY NUMBER ____________________

LENGTH OF CONTRACT (NORMAL TIME IN HOURS) ____________________

2 TERMINAL PERFORMANCE OBJECTIVE

Given a Criterion Exam, identify the characteristics of the newborn and the newborn's needs. To master this task you must achieve 33 out of 44 or 75% correct on the exam.

2a MICRO—PERFORMANCE OBJECTIVE(S)

1. Identify the characteristics of the newborn.
2. Identify the preparation to meet the physical needs of the newborn.
3. Identify the ways of meeting the newborn's "total" needs.
4. Idendify the characteristics of the newborn and the newborn's needs.

3 AGREEMENT

I, ____________________ agree to complete the above stated terminal performance requirement within ____________________ to ________________. I further recognize that the conditions of the contract (performance and time agreement) report my ability to perform the requirements of the occupation and record my progress.

Student's Signature

DEPT	PROG	TASK	TPO
HE	CD	251	251

Instructor's Signature
(verifies competency)

MICRO-PERFORMANCE OBJECTIVE #1

Identify the characteristics of the newborn.

LEARNING STEPS	RESOURCES
1. Read resource 1 to identify the characteristics of the infant on the day of birth.	1. Lux Flanagan, The First Nine Months of Life, pg. 83-92. Classroom reference set.
2. Complete resource 2 to increase your understanding of the infant on day of birth.	2. Activity Sheet 251-001-001 in this SLG and the classroom file.
3. Read resource 3 to identify the Apgar Scale for newborns and how it is used.	3. Information Sheet 251-001-002 in this SLG.
4. Read resource 4 to identify the inborn reflexes of a newborn.	4. Information Sheet 251-001-003 in this SLG.
5. Complete resource 5 to increase your understanding of infant reflexes.	5. Activity Sheet 251-001-004 in this SLG and the classroom file.
6. View resource 6 to increase your understanding of the newborn's capabilities and limitations.	6. Concept Media filmstrip "Pregnancy, Birth, and the Newborn" frames 95-124 shown by the instructor or in the audiovisual room.
7. Complete resource 7 to increase your understanding of the newborn's characteristics.	7. Activity Sheet 251-001-005 in this SLG.
8. After completing resource 7, proceed to resource 8.	8. MPO #2 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	251	251	001

Activity Sheet
251-001-001

"The Day of Birth"

Directions: Obtain a copy of this sheet from the classroom file. Using the classroom set "The First Nine Months", pg. 83-92, answer the questions and turn the sheet in to the instructor to be checked. Note: The number in ( ) indicates page of text to find the information needed.

1. Explain how nature brings together the needs of the baby and the capacity of the mother. (83)

2. Why does the baby stop growing the last few days before birth?

3. What is the average birth weight? ________________
(83-84) premature weight? ________________
postmature weight? ________________

4. Which has biggest circumference: head, shoulders or buttocks?

5. How has nature made it easier for the skull to go through the pelvic bone opening without damage?

6. If the baby's head is elongated after birth, does this mean a birth defect? Explain (85)

7. What is the average duration of the birth process for a first child ___________________?

For subsequent babies ______________________________?

8. What are the 4 "P" of labor: _______________________, __________________________,

_____________________________, ___________________________.

9. In the first stage of birth, how does the baby begin its passage through the cervix (neck of the uterus)? _______________________________________ How much pressure is applied! ____________________lbs.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	251	001

Activity Sheet
251-001-001
"The Day of Birth"

10. What completes Stage I, which is the longest stage? (86)

11. How much pressure must be applied during the Stage II? __________lbs. How is this pressure supplied?

12. What are 2 lifesaving procedures used if the natural process fails?

a.

b.

13. The condition of the baby at birth can be measured by what?

14. Describe the first breaths of air for the newborn.

15. Why are early infant cries important? (88)

16. Describe the trauma of birth due to new surroundings for the baby.

1.

2.

3.

17. Describe the 2 major adjustments due to new jobs his body must do.

a.

b.

18. Why is the umbilical cord cutting painless and bloodless?

Activity Sheet
251-001-001

"The Day of Birth"

19. What makes our navel? (89)

20. What is the afterbirth and when is it born?

21. Is the baby usually blood covered? Explain.

22. What is "witches' milk" and why does it happen in newborn infants?

23. Describe briefly the following conditions in the newborn:
    1. Swollen sex organs: (89)
    2. Light color skin: (90)
    3. Downy lanugo hair: (90)
    4. Abdomen big & round: (90)
    5. Runny nose: (90)
    6. Cannot hear well: (90)
    7. Scratches on face: (90)
    8. Tearless crying (90)

24. Describe how the newborn's eyes look and how well he can see. (90)

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	251	001

Activity Sheet
251-001-001

"The Day of Birth"

25. Describe ______________________reflexes (automatic movements) that a newborn has when he is touched or placed a certain way. (90-91)

    1.

    2.

    3.

    4.

26. After the excitement of his entry into this world, describe what the newborn does the remainder of the first day. (92)

Information Sheet
251-001-002

Apgar Score

The Apgar Scoring System provides a valuable index for evaluating the newborn infant's condition at birth. It provides a simple, accurate, and safe means of quickly appraising the infant's condition. The Apgar Scoring system is based on the following five (5) signs ranked in order of importance. In general, they are observed at one (1) minute of life and repeated again in five (5) minutes. Each sign is evaluated according to the degree to which it is present and is given a score of 0, 1, or 2. The scores are then added together to give a total score where ten (10) is the maximum.

HEART RATE: This sign is the most important and the last to be absent when the infant's condition is grave. It may be evaluated by palpating the pulsation of the cord or by observing the pulsation where the cord joins the abdomen. Listening to the heartbeat with a stethoscope is surely the most accurate method of ascertaining the beat. The beat may range from 150 to 180 beats per minute during the first few minutes of life; later, within the hour, it usually slows to between 130 and 140 beats per minute. Crying or increased activity will increase the number of beats. If the rate is 100 per minute or under, asphyxia is present, and resuscitation is indicated.

RESPIRATORY EFFORT: A baby who is responding well cries vigorously and has no difficulty in breathing. "Regular" respiration usually is established in a minute or so. Depressed, irregular respiration or apnea indicates that respiratory difficulty is present, and these signs should be reported immediately so that prompt treatment may be instituted.

MUSCLE TONE: An infant who has excellent tonus will keep its extremities flexed and resist efforts to extend them. A baby who does not keep the extremities flexed consistently usually has only moderate tonus; one who is flaccid is in extremely poor condition.

REFLEX IRRITABILITY: Although there are several ways to test this sign, the one most frequently used is a slap on the sole of the infant's foot. This sign can be observed when a vigorous infant is suctioned for mucus by the way in which he resists the catheter. A baby who is in excellent condition will respond with a vigorous cry. He is judged to have a poor response if he cries weakly or merely makes a grimace. If there is a good deal of central nervous system depression, the infant will not respond at all.

COLOR: Cyanosis is seen in all infants at the moment of birth. As the infant's circulation makes the change from fetal to extra-uterine existence, and he begins to breathe, the body of a healthy infant usually will become pink within 3 minutes (see Chap. 4). Since acrocyanosis usually is present for a short while, even in infants who are in excellent condition, those who have scored 2 for each of the other signs may receive only a score of 1 for this part of the evaluation. This will, of course, influence his total score.

Information Sheet
251-001-002

Apgar Score

THE APGAR SCORING CHART

TABLE 13-3. THE APGAR SCORING CHART*

SIGN	0	1	2
Heart rate	Absent	Slow (less than 100)	Over 100
Respiratory effort	Absent	Slow, irregular	Good, crying
Muscle tone	Flaccid	Some flexion of extremities	Active motion
Reflex irritability	No response	Cry	Vigorous cry
Color	Blue, pale	Body pink, extremities blue	Completely pink

* Special Committee on Infant Mortality of the Medical Society of the County of New York: Resuscitation of the Newborn, Philadelphia, Smith Kline & French Laboratories, 1963.

* Adopted from Maternity Nursing, 12th Edition, Elsie Fitzpatrick, J.B. Lippincott Co., 1971

INTERPRETATION

An Apgar Score of 7 - 10 indicates that the infant's condition is good.

An Apgar Score of 4 - 6 means the baby is in fair condition. These infants must have their air passages cleared and be given oxygen promptly.

An Apgar Score of 0 - 3 denotes an extremely poor condition. Resuscitation is needed immediately.

Information Sheet
251-001-003

The Newborn's Reflexes

If you:	The baby will automatically:
Tap bridge of the nose, or shine a bright light suddenly into the eyes, clap hands about eighteen inches from infant's head, or touch white of eye with cotton	Eyes close tightly.
Make sudden contact or noise	Head drops backward, neck extends, arms and legs fling outward and back sharply (Moro reflex)
Extend forearms at elbow	Arms flex briskly.
Lightly prick soles of feet	Knee and foot flex.
Stand infant; press foot to bed	Feet step.
Pull baby to sit	Eyes snap open, shoulders tense. Baby tries unsuccessfully to right head (China doll reflex)
Put baby on tummy on flat surface	Head turns to side and lifts. Baby crawls, lifts self with arms.
Support chest on water surface	Arms and legs "swim".
Place on back and turn head to side	Body arches away from face side; arm on face side extends, legs draw up; other arm flexes (tonic neck reflex).
Stroke foot or hand on top	Limb withdraws, arches, returns to grasp
Stroke palm or sole at base of digits	Limb grasps.
Stroke outside of sole.	Toes spread, large toe sticks up.
Stroke upper lips sharply	Lips protrude.
Stroke cheek or mouth	Mouth roots; head turns and tongue moves toward stroking object; mouth sucks.
Stroke cheek or palm	Mouth roots, arm flexes; hand goes to open mouth.
Place object over nose and mouth	Mouth works vigorously; head twists, arms fling across face.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	251	001

Information Sheet
251-001-003

The Newborn's Reflexes

Stroke leg, upper part of body	Opposite leg or hand crosses to push your hand away; withdraws.
Rotate baby to side	Head turns, eyes precede direction of rotation.
Suspend by legs	Body curls to upside-down ball, legs extend, arms drop into straight line, neck arches backwards.

Activity Sheet
251-001-004

"Observing an Infant's Reflexes"

Directions: After reading your text The Developing Child, pg 115-124, complete activity 3 from your The Developing Child Student Guide, pg 45. Turn the completed sheet in to the instructor to be checked.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	251	001

Activity Sheet
251-001-005

"Visit a Hospital Nursery"

Directions: After completing your text reading The Developing Child, pg. 115-124, complete Activity 4 in your The Developing Child Student Guide, pg. 46. Make your report in a 200 word essay form. Be as descriptive as possible. Pretend you are going to give a report to a prenatal class. You want to help prepare them for the coming event.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	251	001

MICRO-PERFORMANCE OBJECTIVE #2

Identify the preparation to meet the physical needs of the newborn.

LEARNING STEPS	RESOURCES
1. Read resource 1 to identify the equipment and schedule needs created by the arrival of a baby.	1. Hurlock, Elizabeth B., Child Growth and Development, pg. 11-15 and 31-42. Classroom reference set.
2. Complete resource 2 to increase your understanding of equipment and schedule preparation	2. Activity Sheet 251-002-001 in this SLG and the classroom file.
3. Read resource 3 to identify the preparation for meeting the needs of the newborn.	3. Prenatal Care, U.S. DHEW Publication #OCD 75-17, pg. 61-70. Pearce text.
4. Complete resource 4 to increase your understanding of meeting the needs of the newborn.	4. Activity Sheet 251-002-002 in this SLG and the classroom file.
5. Read resource 5 to identify the daily care needs of the newborn.	5. Baby Care Basics, Johnson & Johnson Pamphlet in the classroom file.
6. Review resource 6 to review the daily care needs of the infant.	6. "The First Six Weeks", Activity Sheet 270-001-002 in task 270.
7. Read resource 7 to summarize care tips for the parents of newborns.	7. Nichols, Suzanne Lagay, Prepared Childbirth, pg. 42-46, Chapter "Your New Baby". Reference book in the classroom.
8. After completing resource 7, proceed to resource 8.	8. M.P.O. #3 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	251	251	002

Activity Sheet
251-002-001

"Preparing for the Newborn"

Directions: Obtain a copy of this sheet from the classroom file. Using the classroom set of Child Growth and Development by Hurlock, Ch 1: 11-15 and Ch. 3: 31-42, complete the following charts. Turn the completed work in to your instructor to be checked.

1. List possible costs associated with having a first child: Try to find estimated costs for each.

EXPENSES	ESTIMATED DOLLARS
a.	
b.	
c.	

2. What equipment is essential for the care of a newborn? Give some possible substitutions or methods of reducing costs.

ESSENTIAL EQUIPMENT	POSSIBLE WAYS TO CUT COSTS

3. What would be considered essential layette needs for the newborn? What would be helpful but not essential?

ESSENTIAL	USEFUL BUT NOT ESSENTIAL

Activity Sheet
251-002-001

"Preparing for the Newborn"

4. Give a typical daily routine for the newborn. You will notice how demanding this routine is on the mother. Suggest times she should be resting in your routine.

TIME	ROUTINE	MOTHER'S ACTIVITY

5. How can the family work around a baby's schedule in special family occasions, for example a holiday?

6. How can other children in the home maintain their importance after the arrival of a newborn?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	251	002

Activity Sheet
251-002-002

"Prenatal Care: Your Baby in Early Life"

Directions: Obtain a copy of this sheet from the classroom file. Using the DHEW Publication #OCD 74-17 Prenatal Care, pg. 61-70, complete the following questions and turn in to the instructor to be checked.

1. List some clothes your baby will need.

2. What are some things that should help you decide the number of items to by?
   a.
   b.
   c.
   d.

3. What kind of furniture items does a baby need?
   a.
   b.
   c.
   d.

4. List the bedding items needed.
   a.
   b.
   c.
   d.

5. List bath supplies you need for baby.
   a.
   b.
   c.
   d.
   e.
   f.
   g.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	251	002

Activity Sheet
251-002-002

"Prenatal Care: Your Baby in Early Life"

6. If you plan to bottle feed, list some supplies you will need.
   - a.
   - b.
   - c.
   - d.
   - e.

7. Describe how your baby may look at birth.
   - a.
   - b.
   - c.
   - d.
   - e.
   - f.
   - g.

8. Is it normal for a baby to lose weight at first? Explain.

9. Describe the actions of a newborn.

10. How often will a newborn be fed?

11. List some advantages and disadvantages of breastfeeding.

ADVANTAGES	DISADVANTAGES
a.	a.
b.	b.
c.	c.
d.	
e.	
f.	
g.	

DEPT.	PROG	TASK	TPO	MPO

Activity Sheet
251-002-002

"Prenatal Care: Your Baby in Early Life"

12. Can a newborn be fed by the bottle and still have good health? Explain.

13. Describe a good time to bathe a baby.

14. What is circumcision?

15. How should you take care of the cord?

16. How do the parents obtain a copy of a birth certificate?

17. Why is a birth certificate important?

18. When will the baby go to the doctor for the first time?

19. What does your baby need most!

20. How can you show a baby you love him?

a.

b.

c.

MICRO-PERFORMANCE OBJECTIVE #3

Identify the ways of meeting the newborn's "total" needs.

LEARNING STEPS

1, Read resource 1 to identify the nature of the newborn.

2. Read resource 2 to identify the newborn's needs and development.

3. Complete resource 3 to increase your understanding of newborn development and needs.

4. Complete resource 4 to identify your understanding of infant needs.

5. View resource 5 to identify the emotional needs of newborn and his parents.

6. Complete resource 6 to identify your understanding of the emotional needs of the newborn and his parents.

7. After the completion of resource 6, proceed to resource 7.

RESOURCES

1. "Getting to Know Your Newborn", pamphlet by Johnson & Johnson in classroom file.
2. Brisbane, Holly E., The Developing Child, pg. 115-124. Pearce text.
3. Activity Sheet 251-003-001 in this SLG and the classroom file.
4. Activity Sheet 251-003-002 in this SLG and the classroom file.
5. "The Newborn" 16 mm movie film by Johnson & Johnson shown by the instructor or in the audiovisual room.
6. Activity Sheet 251-003-003 in this SLG.
7. M.P.O. #4 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	251	251	003

Activity Sheet
251-003-001

"The Newborn"

Directions: Read pages 115-124 of the text The Developing Child. Obtain a copy of this sheet from the classroom files and answer the following questions. Turn the completed sheet in to the instructor to be checked.

1. How long does it take a newborn's system to work together smoothly? Discuss.

2. How large is the newborn's head in proportion to his body size? ________________
What significance does this have?

3. What are the fontanels?

4. What age are the fontanels closed?

5. Describe newborn's eyesight.

6. What is vernex caseosa?

7. Name and explain the four laws of growth:

A. ______________________________: ____
____

B. ______________________________: ____
____

C. ______________________________: ____
____

D. ______________________________: ____
____

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	251	003

Activity Sheet
251-003-001

"The Newborn"

8. Explain what reflexes are.

9. Explain the purpose of reflexes.

10. Name and briefly describe three newborn reflexes:

A. ______________________________ : ____

B. ______________________________ : ____

C. ______________________________ : ____

11. What are the four basic needs of newborns?

A.

B.

C.

D.

12. How much sleep does the average baby have?

13. Describe a baby's sleeping area.

14. How does routine relate to sleeping?

15. Describe the importance of "love" with the newborn.

16. How is "trust in the world" developed in children?

17. What is meant by "temperament"?

18. What clues do newborns give to their later temperament?

19. How long does it usually take for new babies to settle on a regular schedule?

DEPT.	PROG	TASK	TPO	MPO

Activity Sheet
251-003-002

"The Needs of Babies"

Directions: Obtain a copy of this sheet from the classroom files. After reading your text assignments, summarize your understanding of the newborn's needs on the following chart. Turn the completed work to the instructor to be checked. Resources are The Developing Child. text, pg. 115-124 and "Getting to Know Your Newborn" pamphlet.

PART I

1. Babies have four basic human needs:
    - A. Physical . . . has to do with body care and growth.
    - B. Emotional . . . has to do with feelings.
    - C. Social . . . has to do with relationship to others.
    - D. Intellectual . . . has to do with mental growth and learnings.
2. List some specific things babies will need in the left hand column. One example has been given.
3. Identify which basic human need is being met by each of your items. Some things may meet more than one human need. Place a check in the appropriate column.

SPECIFIC NEWBORN NEEDS	PHYSICAL	EMOTIONAL	SOCIAL	INTELLECTUAL
a. Change wet diaper	✓	✓		
b.				
c.				
d.				
e.				
f.				
g.				
h.				
i.				
j.				
k.				
l.				
m.				

DEPT.	PROG	TASK	TPO	MPO

Activity Sheet
251-003-002

"The Needs of Babies"

PART II

Now write a summarizing paragraph supporting the necessity of meeting newborn's daily needs in order to have a healthy, well-rounded child.

DEPT.	PROG	TASK	TPO	MPO

Activity Sheet
251-003-003

"The Newborn"
Film Review

Directions: View the 16 mm movie film "The Newborn" by Johnson and Johnson. Put yourself in the shoes of the couple in the film. Write a 100-200 word short story to be published in a parenting magazine. The title should be "Tips to You New Parents." Submit your essay to the instructor to be checked.

You may include answers to one or some of these questions:

- What can new parents do to adjust to their new role?
- What can they do to eliminate their inevitable feelings of fear and frustration?
- What can a couple do to help each other understand the new demands on them so their own relationship is not torn by feelings of resentment?
- What is the father's role during the first months of a baby's life?
- What kind of emotions do you think a young baby experiences?
- How important is touch to the feeling of security a baby develops?
- Where do parents of newborns go for advice?
- What do you think makes babies different from each other?
- Can parents influence the baby's individuality?
- Do you think parents-to-be receive enough information on the psychological aspects of becoming parents?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	252	--3

Activity Sheet
251-003-003

"The Newborn"
Film Review

Directions: View the 16 mm movie film "The Newborn" by Johnson and Johnson. Put yourself in the shoes of the couple in the film. Write a 100-200 word short story to be published in a parenting magazine. The title should be "Tips to You New Parents." Submit your essay to the instructor to be checked.

You may include answers to one or some of these questions:

- What can new parents do to adjust to their new role?
- What can they do to eliminate their inevitable feelings of fear and frustration?
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- What kind of emotions do you think a young baby experiences?
- How important is touch to the feeling of security a baby develops?
- Where do parents of newborns go for advice?
- What do you think makes babies different from each other?
- Can parents influence the baby's individuality?
- Do you think parents-to-be receive enough information on the psychological aspects of becoming parents?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	252	--3

MICRO-PERFORMANCE OBJECTIVE #4

Identify the characteristics of the newborn and the newborn's needs

LEARNING STEPS

1. Review resource 1 to prepare for the evaluation of your understanding of the newborn and his needs.
2. When you are ready to be evaluated, ask your instructor for resource 2.
3. After discussing the evaluation with the instructor, proceed to the next learning guide.

RESOURCES

1. All M.P.O.'s in this SLG.
2. Written Criterion Exam 251 from the instructor.
3. Instructor.

DEPT	PROG	TASK	TPO	MPO
HE	CD	251	251	004

PROGRAM Child Development

CRITERION EXAM

TASK # 251

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON the characteristics of the newborn and the newborn's needs.

PART I

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. * **DO NOT WRITE ON THIS TEST! To master this exam you must answer** 33 **out of** 44 **items correctly, (** 75 **%).**

* PART II

Each statement below is true or false. Place the letter "T" if it is true, or "F" if it is false in the numbered blank space on your ANSWER SHEET.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	251	004

Criterion Exam 251

PART I Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the best answer to complete the question or statement correctly. Place the letter associated with that choice (A-B-C-D) in the numbered blank space on the ANSWER SHEET. DO NOT WRITE ON THIS SHEET.

1. The baby's condition at birth is best measured by the
   A. baby's will power.
   B. doctor's ability.
   C. length of pregnancy.
   D. mother's condition during delivery

2. The most critical irregularities in system functioning at birth arelikely to occur in the
   A. circulatory and respiratory systems.
   B. digestive and excretory systems.
   C. excretory and respiratory systems.
   D. reproductive and circulatory systems.

3. The trauma of birth is due to all but one of the following environmental changes.
   A. Light
   B. Oxygen
   C. Temperature
   D. Wetness

4. What best describes a newborn's eyesight?
   A. He can distinguish light and dark and see large shapes.
   B. He focuses well on items near his face.
   C. He sees facial features but with some difficulty.
   D. His eyes will look wide open and follow objects.

5. All but one of the following would be considered an advantage of breast feeding.
   A. Breast milk is more easily digested.
   B. Bottle feeding is easier to do when working on a job.
   C. Bottle feeding is more expensive.
   D. Nursing helps the mother's uterus return to proper size.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	251	004

6. Newborns will need to be fed every
   - A. one hour.
   - B. two-three hours.
   - C. three-four hours.
   - D. six hours.

7. All but one of the following would be a way of helping a young child in the family to accept a newborn.
   - A. Bring mother the baby's towel for bath time.
   - B. Help mother push the baby carriage.
   - D. Tell the young child repeatedly not to bother baby.
   - D. Watch when mother is feeding the baby.

8. The four most basic needs of newborns include all but one of the following.
   - A. Attractive nursery
   - B. Love
   - C. Sleep
   - D. Understanding

9. Reflexes could be best described as
   - A. automatic responses to help the baby's body to function.
   - B. coordinated patterns of behavior that will create thinking.
   - C. instinctive actions that will help the baby learn.
   - D. None of the above.

10. Clues to a baby's personality are indicated by all of the following except
    - A. how the baby is able to keep food down.
    - B. how the child responds to being handled.
    - C. how the infant reacts when awakening.
    - D. how the infant waits for food.

Criterion Exam 251

PART II Each statement below is true or false. Place the letter "T" if it is true, or "F" if it is false in the numbered blank space on your ANSWER SHEET.

11. The baby stops growing the last few days before birth because the mother is less hungry and does not each much.
12. The baby born over 10 pounds is considered having postmature weight.
13. A baby born with an elongated shaped head means brain damage has occurred.
14. The baby's shoulders and buttocks are no bigger in circumference than his head.
15. Lanugo is hair on shoulder and forehead that will disappear in a few days. 6
16. Witches' milk is the milk that first comes into the mother's breasts.
17. Baby will not cry tears when it is first born.
18. Even negro babies may have light skin at birth.
19. The navel is the scar resulting from circumcision.
20. A newborn can grip a finger or rattle even at birth.
21. The number of clothes items you buy for a newborn will be partly determined by your laundry facilities.
22. Babies' heads are soft so a soft pillow is recommended.
23. The kitchen sink is a safe place to bathe a newborn.
24. If the newborn starts losing weight in the first week, he is sick and should see the doctor immediately.
25. If you need to get some household chore completed, prop the bottle in the baby's mouth so he can eat on time.
26. The cord usually heals and falls off in about a month.
27. The most important thing you can give a newborn is lots of love.
28. A birth certificate is a paper you may want to secure for your baby's scrapbook.
29. Mother's busy schedule should include a nap for herself.
30. Parents must be careful not to "over mother" the newborn.
31. The grasp reflex is important to understand to successfully get a newborn to nurse or bottlefeed.
32. Growth proceeds from head to feet.
33. Growth proceeds from fingers to arm control.
34. Vernix caseosa is a skin rash which is normal for newborns.
35. Babies sleep an average of 18 hours daily.
36. Answering a baby's cry will develop trust.
37. A newborn's temperament does not indicate later personality.
38. It takes a newborn about 3 months to get into a somewhat regular schedule.
39. All babies follow the same growth pattern, but the rate of growth is individual.
40. Babies can hear even before birth.

DEPT.	PROG	TASK	TPO	MPO

Criterion Exam 251

41. Complete silence is necessary during naps so newborns will learn to develop proper sleep habits.

42. A good number of newborns have digestive troubles such as regurgitation or colic.

43. A baby who is cuddled and loved will thrive better than one who is left alone in the crib most of the time.

44. A low Apgar Score indicates a newborn needs careful observation.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	251	251	004

Criterion Exam 251

Student Answer Sheet

Name ______________________________

PART I

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

PART II

11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______
19. ______
20. ______
21. ______
22. ______
23. ______
24. ______
25. ______
26. ______
27. ______
28. ______
29. ______
30. ______
31. ______
32. ______
33. ______
34. ______
35. ______
36. ______
37. ______
38. ______
39. ______
40. ______
41. ______
42. ______
43. ______
44. ______

DEPT.	PROG	TASK	TPO	MPO
[illegible]	[illegible]	251	251	004

Criterion Exam 251
Teacher Answer Key

PART I		PART II			
1.	D	11.	F	28.	F
2.	A	12.	T	29.	T
3.	B	13.	F	30.	F
4.	A	14.	T	31.	F
5.	B	15.	T	32.	T
6.	C	16.	F	33.	F
7.	C	17.	T	34.	F
8.	A	18.	T	35.	T
9.	A	19.	F	36.	T
10.	A	20.	T	37.	F
		21.	T	38.	F
		22.	F	39.	T
		23.	T	40.	T
		24.	F	41.	F
		25.	F	42.	T
		26.	F	43.	T
		27.	T	44.	T

DEPT.	PROG	TASK	TPO	MPO

COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

CIVEC
301 N. Swift Road
Addison, Illinois 60101
312/620-8770

Produced By
Becky Leech
Zion-Benton Township High School
1606 W. 23rd Street
Zion, IL 60099

A LEARNING GUIDE

Task : IDENTIFY THE ROLE OF NUTRITION IN THE DEVELOPMENT OF THE INFANT AND YOUNG CHILD.

Purpose : The diet during the first six years affects both the current health of the child and future growth, development and habits. The responsibility of forming good food habits falls on the shoulders of the caregiver. Evidence is supporting that overeating as an infant not only sets poor eating habits but actually changes the fat cell structure which will affect the future adult's weight and health. Dietary deficiencies during childhood will also affect present and future growth and health. The psychological atmosphere of feeding is greatly related to the emotional health of the infant and thus influences personality development. In this task you will identify the role of nutrition in the total development of an individual.

CHILD DEVELOPMENT

Program	Task	Est. Time	Prereq.
CD	267	14 hrs.	

June, 1983

LEARNING CONTRACT

1 STUDENT DATA

NAME ______________________ SOCIAL SECURITY NUMBER ______________

LENGTH OF CONTRACT (NORMAL TIME IN HOURS) ______________________

2 TERMINAL PERFORMANCE OBJECTIVE

Given materials to develop a teaching tool for children and a criterion exam, identify the role of nutrition in the development of the infant and young child. To master this task you must score 22 out of 30 points or 75% on the product checklist and 30 out of 40 or 75% on the Criterion Exam.

2a MICRO—PERFORMANCE OBJECTIVE(S)

1. Identify the considerations to be made in the decision to breast feed or bottle feed your infant.
2. Identify good feeding procedures for the infant and young child.
3. Identify the importance of nutrition during childhood in relationship to future well-being.
4. Identify the role of nutrition in the development of the infant and young child.

3 AGREEMENT

I, ______________________ agree to complete the above stated terminal performance requirement within ______________________ to ________________. I further recognize that the conditions of the contract (performance and time agreement) report my ability to perform the requirements of the occupation and record my progress.

____
Student's Signature

DEPT	PROG	TASK	TPO
HE	CD	267	267

____
Instructor's Signature
(verifies competency)

MICRO-PERFORMANCE OBJECTIVE #1

Identify the considerations to be made in the decision to breast feed or bottle feed your infant.

LEARNING STEPS	RESOURCES
1. Read resource 1 to identify the considerations in deciding how to feed the infant.	1. Brisbane, Holly E. *The Developing Child*, pg. 27, 66, 148-153. Pearce Text.
2. Complete resource 2 to increase your understanding of the considerations in deciding how to feed the infant.	2. Activity Sheet 267-001-001 in this SLG and the classroom file.
3. Read resource 3 to identify the considerations concerning breast feeding.	3. "Is Breast Feeding for You?", a gynecologist information sheet in the classroom file.
4. Read resource 4 to compare the nutritive value of breast milk and cow's milk.	4. Information Sheet 267-001-002 in this SLG and the classroom file.
5. View resource 5 to observe couples' decision-making process as to whether to breast or bottle feed their infant.	5. "Breast Feeding and Bottle Feeding" filmstrip from the McCall's Infant Care and Development Set II shown by the instructor or in the audiovisual room.
6. Complete resource 6 to evaluate your understanding of considerations to be made in the bottle vs breast feeding decision.	6. Activity Sheet 267-001-003 in this SLG.
7. Read resource 7 to identify formula feeding techniques	7. "Baby Care Basics" by Johnson & Johnson pg. 4-6, in the classroom file.
8. Complete resource 8 to increase your understanding of formula feeding techniques on children's food habits.	8. Activity Sheet 267-001-004 in this SLG and the classroom file.
9. Read resource 9A, B, or C to identify breast feeding techniques.	9A "So You've Decided to Breast-Feed Your Baby" by Gerber Products Company. In the classroom file. 9B "Facts About Breast Feeding" by Mead Johnson Company. In the classroom file 9C "Baby Care Basics" by Johnson & Johnson pg 1-4. In the classroom file.

DEPT	PROG	TASK	TPO	MPO
HE	CD	267	267	001

MICRO-PERFORMANCE OBJECTIVE #1- cont'd

Identify the considerations to be made in the decision to breast feed or bottle feed your infant.

LEARNING STEPS	RESOURCES
10. Observe resource 10 to increase your understanding of breast feeding techniques.	10. Guest speaker from the La Leche Organization.
11. Complete resource 11 to evaluate your understanding of breast feeding techniques.	11. Activity Sheet 267-001-005 in this SLG and the classroom file.
12. After completing resource 11, proceed to resource 12.	12. M.P.O. #2 in this SLG.

Activity Sheet
267-001-001

"Infant Feeding"

Directions: Obtain a copy of this sheet from the classroom file. Use your text The Developing Child, p. 27, 66, 147-153 to research the answers. Turn the completed sheet in to the instructor to be checked.

1. Describe the early history of infant feeding. (27)

2. When was the first rubber feeding nipple patented? ______________ the first glass nursing bottle? ______________.

3. When was the importance of cleanliness realized?

4. List feeding equipment needed for the infant. (66)
   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
   i.

5. Why is infant feeding such an important time? (148)

6. When should infants be fed? Why?

7. Who should make up your mind about the question, "Breast or Bottle?" (149)

Activity Sheet
267-001-001

"Infant Feeding"

8. Why do experts recommend breast feeding?

   a.

   b.

   c.

   d.

9. How can the bottle feeding parent provide for the necessary emotional food?

10. List some advantages of breast feeding:

To the Mother	To the Baby
a.	a.
b.	b.
c.	c.
d.	d.

11. Why did many children die from illnesses contracted during feeding in our early history? (150)

12. List some convenient forms of formulas today.

   a.

   b.

   c.

   d.

13. Discuss cold vs warm bottle. (151)

14. Describe how to bottle feed.

   a.

   b.

   c.

   d.

   e.

Activity Sheet
267-001-001

"Infant Feeding"

15. Why must all babies be burped or ______________________ during and _____________ feedings?

16. Describe 3 burping positions. (152)

   a.

   b.

   c.

17. List 3 reasons why bottle "propping" is NEVER recommended.

   a.

   b.

   c.

18. Why is bed time bottle not recommended?

19. Discuss why overfeeding is not recommended.

Information Sheet
267-001-002
"Comparison of Human and Cow's Milk"

Breast milk and colostrum have immunity factors that make breast feeding advantageous.

1. Breast milk is antibacterial. It acts as a natural protection against bacterial infection.
2. Breast milk contains lysozyme, which has the ability to dissolve certain kinds of bacteria.
3. Colostrum contains viral disease antibodies which effectively protect the baby for about 6 months.
4. Colostrum contains many living cells, particularly lymphocytes and macrophages which can attack and digest disease organisms and other foreign materials.
5. Infants are rarely, if ever, allergic to breast milk.
6. Breast milk is a complete food, adequate alone for baby's food for the first 5 to 6 months with no supplements or additions.

Below is a chart comparing the nutrient content of breast milk and cow's milk.

Nutrient	Human Breast Milk	Cow's Milk
Protein	Forms fine, soft curds Quickly digested Mostly casein - 100% useable by infant's digestive system	Large tough curds Remains in infant's stomach for about 4 hours. Twice as much protein as in human milk (must be diluted) 50% efficiency in ability to use
Fats	Lower in saturated fats Same total percentage as in undiluted cow's milk.	When diluted for formula, about half as much fat as in human milk.
Sugar	Twice as much as in cow's milk Basically lactose (easier to digest) Lactose is needed for protein utilization. Digesting lactose creates an acid medium. (Many bacteria cannot survive in acid medium.)	Carbohydrates must be added Basically galactose and glucose Digesting other sugars creates alkaline medium
Vitamins	From 2 to 10 times as high concentrations of essential vitamins as in cow's milk.	Vitamin content further reduced by dilution and sterilizing
C	Normally at high level	Almost no C (calves manufacture C in own bodies)
B	At adequate level, except for thiamine Vitamin B deficiency diseases never seen in breast-fed babies except for thiamin.	2 times as high concentration as in human milk Sterilizing formula destroys much of available B vitamins.

DEPT	PROG	TASK	TPO	MPO
HE	CD	267	267	001

Information Sheet
267-001-002

"Comparison of Human and Cow's Milk"

Nutrient	Human Breast Milk	Cow's Milk
Minerals Calcium	One fourth as much as cow's milk	Babies on cow's milk grow larger and heavier skeletons in first year.
Iron	More than in cow's milk High levels of Vitamins C and E help increase iron absorption.	None
Trace Elements	High in Copper	

Activity Sheet
267-001-003

"Breast Feeding and Bottle Feeding"
Film Review

Directions: Observe the filmstrip "Breast Feeding and Bottle Feeding" of the McCall's Infant Care and Development Set II. Then write a 200 word essay to be published in a parenting magazine. Convince your reading audience that the method you support is the best. Turn the completed work in to the instructor to be checked.

Activity Sheet
267-001-004

"Formula Feeding Know How"

Directions: Obtain a copy of this sheet from the classroom file. Use the booklet "Baby Care Basics" by Johnson and Johnson and the leaflet "Your Baby's Formula" by Mead Johnson and Company to aid you in completing this sheet. Write a paragraph discussing each of the following items. In question No. 8 you are to produce a poster. You may use a sheet of tag board 18 x 36 available in the bookstore. Turn this sheet, stapled to the back of poster, to the instructor to be checked.

1. Selecting the Right Formula

2. Aseptic Method of Preparing the Formula

3. Terminal Method of Preparing the Formula

4. Nipple Care

5. Equipment Cleanliness

6. Giving the Bottle

7. Burping the Baby

8. Make a poster showing bottle feeding equipment and/or techniques. You may draw the pictures or use pictures collected from old magazines, newspaper ads, catalogues, etc. Ideas for topics: Bottle Selection; Keeping Baby Food Supply Safe; Burping Baby; Formula Choice; Aseptic Method; Terminal Method, etc. Keep the caption wording simple and easily readable.

Activity Sheet
267-001-005

"Breast Feeding"
by a La Leche Guest Speaker

Directions: Your instructor has set a guest speaker date with a member of the La Leche Society. She will come to demonstrate breast feeding and answer any of your questions. Write out 10 questions before she arrives. If your questions are not answered, make sure to ask while she is giving her presentation. Write out the answers to your 10 questions. Also write a thank you to the guest speaker. Turn both items in to your instructor to be checked.

Note: Be sure you understand the following items concerning breast feeding techniques. If you are unable to be present for the guest speaker, answers may be secured from the following classroom booklets:

- "So You've Decided to Breast-feed Your Baby" by Gerber Products Company
- "Facts About Breast Feeding" by Mead Johnson and Company
- "Baby Care Basics" pg. 1-4 by Johnson & Johnson

Areas to Understand:

1. How does breast feeding affect the woman's body image?
2. Will I produce enough milk?
3. Does breast shape or size affect milk production?
4. What does good breast milk look like?
5. Is breast feeding a safe contraceptive method?
6. How do I get my breasts ready to nurse?
7. What is colostrum?
8. How do I know the baby has enough milk since I can't see how much he/she takes?
9. Can I skip a breast feeding if I have some appointment to keep?
10. How do I prepare the nipples before the feedings?
11. What would make the baby not nurse well sometimes?
12. What is meant by the "letting down" of the milk?
13. How often do you breast feed?
14. Do you have to burp breast fed babies?
15. Do I use one breast or both at each feeding?
16. Any special care I give the breasts?
17. What would I need a breast pump for?
18. Will I get sore nipples?
19. How old will the baby be when I should stop nursing?
20. Do I need to supplement a breast-fed baby with water in a bottle or extra milk?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	267	267	001

Activity Sheet
267-001-005

"Breast Feeding"
by a La Leche Guest Speaker

21. How does the food I eat affect the baby?

22. Can I smoke, drink alcohol or take medication during the months I breast feed the baby?

23. Breast feeding sounds messy, does'nt it?

24. How does the mother's sleep, exercise, emotions, etc. affect breast feeding?

25. Why is the weaning process necessary?

26. What about nursing in public?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	267	[illegible]	[illegible]

MICRO- PERFORMANCE OBJECTIVE #2

Identify good feeding procedures for the infant and young child.

LEARNING STEPS	RESOURCES
1. Read resource 1A & B to identify good feeding procedures for feeding the infant and young child.	1A Brisbane, Holly E. The Developing Child, pg. 153-157, 223-227. Pearce text. 1B "Foods for Baby and Mealtime Psychology" by Gerber Products Company. In the classroom file.
2. Complete resource 2 to increase your understanding of good feeding procedures for feeding the infant and young child.	2. Activity Sheet 267-002-001 in this SLG and the classroom file.
3. Read resource 3 to identify equipment and problems associated with feeding the young child.	3. Hurlock, Elizabeth, Child Growth and Development, Ch. 6, pg. 79-102. Classroom reference set.
4. Complete resource 4 to increase your understanding of equipment and problems associated with feeding a young child.	4. Activity Sheet 267-002-002 in this SLG and the classroom file.
5. View resource 5 to identify the infant's food needs.	5. "Infants' Food Needs" filmstrip from McCall's "Infant Care and Development Series II" shown by the instructor or in the audiovisual room.
6. Complete resource 6 to increase your understanding of the emotional importance of infant feeding.	6. Activity Sheet 267-002-003 in this SLG.
7. After completing resource 6, proceed to resource 7.	7. M.P.O. #3 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	267	267	002

Activity Sheet
267-002-001

"Feeding the Infant-Toddler"

Directions: Obtain a copy of this sheet from the classroom file. Using your text The Developing Child, pg. 153-157, 223-227 and the booklet "Foods for Baby" by Gerber Products Company, complete the following questions. Turn the completed sheet in to the instructor to be checked.

1. When should solid foods be introduced to the infant?

2. When should you not introduce new foods to infants?

3. List some foods that will be baby's first solid foods.

4. What order should these foods be offered? Meat, cereal, fruits, vegetables, eggs, cheese.

5. Who should be the final judge as to when and what order foods should be offered to infants?

6. What is the relationship of baby eating pattern and adult weight problem?

7. How should new foods be introduced to the infant?

8. Should a child be forced to eat a certain food that is good for him? ________ Discuss.

9. How does parental attitude and behavior affect baby's feeding time?

Activity Sheet
267-002-001

"Feeding the Infant-Toddler"

10. Babies like fruits because they are sweet. How can you encourage children to eat vegetables?

11. When is weaning generally done?

12. What are some signs your baby will give when he/she is ready to be weaned?

13. At what age will infant begin self-feeding?

14. Describe self-feeding efforts.

15. What about messiness created by self-feeding?

16. When are "Junior Foods" with chunks introduced?

17. Why can finger foods be a good addition to an infant's diet?

18. What are some modifications of table foods to be used for the toddler?

    a.

    b.

    c.

    d.

19. How can dawdling by the 2-year old be discouraged?

Activity Sheet
267-002-001

"Feeding the Infant-Toddler"

20. What kinds of things make eating more interesting to the young child?
    - a.
    - b.
    - c.
    - d.
    - e.

21. When will a child begin eating at the table with the family?

22. How does atmosphere at mealtime affect eating habits of children?

23. Is regularity of mealtime important to children? Discuss.

24. Should food be used as a punishment or bribe? _______ Discuss.

25. At what age can self-feeding with little spilling be expected to be accomplished?

Activity Sheet
267-002-002

"Feeding the Baby"

Directions: Obtain a copy of this sheet from the classroom file. Using Child Growth and Development by Elizabeth Hurlock. Ch. 6, pg. 79-102. answer the following questions. Turn the completed work in to your instructor to be checked.

1. Pros & Cons of Breast Feeding - list:

PROS	CONS

2. What is a typical feeding schedule of an infant?

3. How does one select the best formula?

4. Compare the formula feeding yesteryear and today.

YESTERYEAR FORMULA FEEDING	TODAY FORMULA FEEDING
a.	a.
b.	b.
c.	c.
d.	d.

5. When should a baby be burped (bubbled)? Is it necessary for breast feeding? What makes bubbling necessary?

DEPT	PROG	TASK	TPO	MPO
HE	CD	267	267	002

Activity Sheet
267-002-002

"Feeding the Baby"

6. When are foods (other than milk) added to the infant's diet?

FOOD	AGE STARTED	FOOD	AGE STARTED

7. Are vitamin supplements needed for infants? Explain what ones?

8. What is the broader sense of the meaning of "weaning"?
What can be done to make this adjustment easier?

9. Explain the stages of self-feeding.

10. How can self-feeding become complicated?

11. What are some common eating problems and how are they improved?

PROBLEM	HOW TO HANDLE

Activity Sheet
267-002-003

"Infants' Food Needs"

Directions: View the filmstrip "Infants' Food Needs" from the McCall's "Infant Care and Development Series II" to observe the importance of feeding time. Develop a poster using the theme "Food and Love Go Together!" The poster is to depict these two concepts:

1. Infant feeding takes up a major part of baby's waking hours and should be a pleasant experience for infant and caregiver.
2. A happy feeding time helps to set emotional stability in the infant.

You may use 18 x 36" tag board from the bookstore. You may draw the pictures or use pictures from old magazines. Make the caption wording simple and readable. Staple this sheet to the back of the poster and turn in to the instructor to be checked.

DEPT	PROG	TASK	TPO	MPO
HE	CD	267	267	002

MICRO - PERFORMANCE OBJECTIVE #3

Identify the importance of nutrition during childhood in relationship to future wellbeing.

LEARNING STEPS	RESOURCES
1. Read resource 1 to identify the importance of childhood nutrition in setting good nutrition habits.	1. Brisbane, Holly E. The Developing Child, pg. 309-316, Pearce text.
2. Complete resource 2 to identify terms associated with feeding children.	2. Activity Sheet 267-003-001 in this SLG.
3. Read resource 3 to identify the problem of dietary iron deficiency in infants and toddlers.	3. "Babies Need Iron", What's New in Home Economics, Sept. 1974, pg. 47-48. In classroom file.
4. Complete resource 4 to increase your understanding of dietary iron deficiency.	4. Activity Sheet 267-003-002 in this SLG and the classroom file.
5. Observe resource 5 to identify dietary requirements for young children.	5. Infant Nutrition Chart in classroom cabinet. Ask instructor.
6. Complete resource 6 to evaluate your understanding of nutritious snacks for young children.	6. Activity Sheet 267-003-003 in this SLG and the classroom file.
7 Complete resource 7 to identify the influence of advertising on childrens' food.	7. Activity Sheet 267-003-004 in this SLG.
8. After completing resource 7, proceed to resource 8.	8. MPO #4 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	267	267	003

Activity Sheet
267-003-001

"Feeding Children Word Scramble"

Directions: After reading your text The Developing Child, pg. 309-316, complete Activity 2: Scrambled Words in your The Developing Child Student Guide, pg. 107-108. Turn the completed sheet in to the instructor to be checked

DEPT.	PROG	TASK	TPO	MPO
HE	CD	267	267	[illegible]

Activity Sheet
267-003-002

"Dietary Iron Deficiency"

Directions: After reading the article "Babies Need Iron" from What's New in Home Economics, Sept. 1974, pg. 47-48, complete the following questions. Turn the completed sheet in to the instructor to be checked.

1. What is the function of iron in the body?

2. How soon will the natural intra-uterine iron supply last in a newborn?

3. Why can't regular food supply the necessary iron needed by the infant?

4. What are some of the problems caused by iron deficiency?

5. What is the Recommended Dietary Allowance for iron?

   Birth - 6 months:

   6 months - 3 years:

6. What is the average daily intake of these children?

7. Besides babies, what other groups of individuals that have large iron requirements? Also tell why their needs are high.

GROUPS NEEDING INCREASED IRON	WHY
a. Infants	a. Increased blood production during growth spurts.
b.	b.
c.	c.
d.	d.

8. How can we be assured of sufficient iron intake of infants?

   a.
   b.
   c.

Activity Sheet
267-003-002

"Dietary Iron Deficiency"

9. Locate in a food dietary chart foods that are excellent sources of iron. Look in a cookbook or home economics food book for such a chart.

Activity Sheet
267-003-003

"Nutritious Snacks for Young Children"

Directions: I. After reading your text The Developing Child , pg. 309-316 and observing the "Infant Nutrition Chart" available from the instructor, complete this sheet. Turn the completed sheet in to the instructor to be checked.

II. Children are notorious snackers. It is important to develop good nutritional habits early! If a child learns an apple is a good snack food as a young child, then when he is an adult nutritious snack foods will be habitual. The same is true with junk food snacks! On the chart below list snack foods and rate them on the chart below:

FOOD USED AS A SNACK	GOOD SOURCES OF:				GOOD OR BAD AS A REGULAR?
	Fruit & Vegetable	Meat & Substitutes	Milk Products	Bread & Cereal	

Activity Sheet
267-003-004

"TV Ads and Children's Eating Habits"

Directions: After reading text The Developing Child, pg. 311-315, complete Activity 3 from The Developing Child Student Guide, pg. 109-110. Turn the completed sheet in to the instructor to be checked.

DEPT.	PROG	TASK	TPO	MPO

MICRO-PERFORMANCE OBJECTIVE #4

Identify the role of nutrition in the development of the infant and young child.

LEARNING STEPS	RESOURCES
1. Review resource 1 to prepare for the evaluation of your understanding of the role of nutrition in the development of the infant and young child.	1. All MPO's in this SLG.
2. Read resource 2 to identify the importance of early education of children.	2. "Chubby Kids Taught to Think Thin", Waukegan News-Sun, June 1983. In classroom file.
3. Complete resource 3 to evaluate your understanding of the importance of developing good food habits at a young age.	3. Activity Sheet 267-004-001 in this SLG and the classroom file.
4. Prepare to have resource 3 evaluated according to resource 4.	4. Product/Performance Checklist 267 in this SLG and the classroom file.
5. Discuss the evaluation with the instructor and ask for resource 6.	5. Instructor.
6. Complete resource 6 to evaluate your understanding of the role of nutrition in the development of the infant and young child.	6. Written Criterion Exam 267 from the instructor.
7. After discussing the evaluation with the instructor, proceed to the next learning guide.	7. Instructor.

DEPT	PROG	TASK	TPO	MPO
HE	CD	267	267	004

Activity Sheet
267-004-001

"Nutrition Teaching Tool"

Directions:

I. Read your text The Developing Child, pg. 312-315 and the newspaper clipping "Early Education: Chubby Kids Taught to Think Thin". Decide on a method to teach a young child good food choices. Below are a few ideas, but you may come up with an original!

1. Poster showing the stop light selection of foods: red=junk foods; yellow-basic foods like meat and potatoes to be eaten in moderate amounts; green-low calorie, nutritious foods such as broccoli, lettuce, etc.
2. A game board teaching children nutritious food selection.
3. Room display that could be used in the nursery or child care lab.

II. Now prepare your child care nutrition project. A teaching tool for a young child must have these characteristics:

- colorful
- attractive
- easy to understand
- few or no words

III. When completed, test your tool out on at least one young child - preferably 3 or 4. Rate your tool on the following scale after each tryout.

Child was attracted to it	5-4-3-2-1-0
Child understood the concept	5-4-3-2-1-0
Child repeated back at least one idea from the tool	5-4-3-2-1-0
You think this is a good teaching tool	5-4-3-2-1-0

Write a paragraph summarizing your evaluation of your teaching tool. Include the results of your test tryouts.

IV. Turn the tool and the evaluation in to the instructor to be checked.

DEPT	PROG	TASK	TPO	MPO

PROGRAM: Child Development

TASK: Identify the role of nutrition in the development of the infant and young child.

TASK # 267

PERFORMANCE/PRODUCT CHECKLIST

STUDENT'S NAME ______________________ **EVALUATION SITE** ______________

EVALUATOR'S NAME ______________________ **PERFORMANCE ATTEMPT** 1 2 3 4

DATE OF ATTEMPT ____ ____ ____ ____

TERMINAL PERFORMANCE OBJECTIVE:

Given the appropriate materials, identify the role of nutrition in the development of the infant and young child. To master this task, you must score 22 out of 30 points or 75% on the Product/Performance Checklist.

DIRECTIONS TO THE STUDENT:

BEFORE ATTEMPTING THIS TASK FOR MASTERY, CAREFULLY REVIEW THIS CHECKLIST. YOU WILL BE EVALUATED ON THE BASIS OF THIS CHECKLIST. WHEN YOU FEEL YOU ARE READY FOR EVALUATION CONTACT YOUR INSTRUCTOR. YOU MUST COMPLETE YOUR PERFORMANCE WITHIN 1 Week ~~MINUTES~~ AND MUST SCORE AT LEAST 22 OUT OF 30 POINTS OR 75 % FOR MASTERY. CRITICAL ITEMS ARE MARKED WITH AN ASTERISK (*). THESE ITEMS MUST BE SATISFACTORILY COMPLETED.

DIRECTIONS TO THE EVALUATOR:

THE STUDENT WILL CONTACT YOU WHEN READY FOR EVALUATION. THE STUDENT MUST COMPLETE THE PERFORMANCE WITHIN 1 Week ~~MINUTES~~ AND MUST SCORE 22 OUT OF 30 POINTS OR 75 % AND ALL ITEMS MARKED WITH AN ASTERISK (*) MUST BE SATISFACTORILY COMPLETED.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	267	267	004

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	Develop an educational tool to teach young children to select nutritious food.	10	
*	Construct the educational tool so it is colorful and attractive to the young child.	5	
*	Use few or no words as part of the tool because of the limited reading ability of your young participant.	5	
*	Develop the learning tool at a young child's understanding level.	5	
*	Demonstrate the use to a young child to test its usability.		
*	Write a paragraph evaluation of a young child's understanding of your tool.	5	

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 22
TOTAL POINTS POSSIBLE = 30

DEPT.	PROG	TASK	TPO	MPO
HE	CD	267	267	004

Early education:

Chubby kids taught to think thin

PITTSBURGH (AP) — Chubby toddlers from 1 to 5 years old are part of a new research program aimed at curbing childhood obesity by changing eating and exercise habits.

And when it comes to weight loss, researchers say the earlier kids get started, the better.

"This is a period of time when kids are growing so fast it's really easy to add fat. It's a critical period," said Dr. Leonard Epstein, director of behavioral medicine at Western Psychiatric Institute.

"Child weight tracks. It tends to follow them through life," he added in a recent interview. "It's very clear that heavy kids become heavy adults. We're interested in changing the behaviors that lead to becoming overweight."

The chances of a fat girl becoming a fat adult are 18 times greater than for a thin girl to become fat. For boys, the risk is six times as great, Epstein said.

The research is more than just part of the national trend to fitness and weight-consciousness, he said.

"Health problems such as high blood pressure, high cholesterol, heart problems and diabetes are associated with being overweight. And there are a whole bunch of psychological things like depression and being withdrawn," he explained.

The institute, part of the University of Pittsburgh's School of Medicine, has sponsored for five years a Child Weight Control Program for children ages 8 to 12.

The first program for pre-schoolers opened this spring for 22 overweight children aged 14 months to 5½ years. Children and their parents attend weekly sessions for the first 10 weeks, come to the clinic once every two weeks for another 10 weeks and then once a month until next April.

The program is geared to prevention — keeping off the pounds at an early age.

"What we're really trying to do is slow down weight gain. If we prevent the development of fat cells, we won't have to worry about them when the kids get older," said program coordinator Alice Valoski.

"Heavy people have extra fat cells. If you lose weight, those fat cells shrink, but there are still the same number of them. They're always there waiting to be filled up again," Epstein said.

"For an adult, it's easy to lose weight, but it's almost impossible to keep it off. Statistics show that you have a better chance of surviving cancer than you do of becoming thin and staying thin."

The program for pre-schoolers uses coloring books, games and parent counseling to promote fitness. The cornerstone is a nutritional diet of 1,200 calories a day based on a "traffic light" system.

For example, cake, candy, ice cream and fried foods are in the red light category, and no more than four red foods can be eaten in a week. Yellow foods, which are basic staples like meat and potatoes, should be eaten in moderate amounts.

Green light foods are carrots, celery, broccoli and other vegetables that have less than 20 calories per serving.

"It gets to be a game," said Ms. Valoski. "Those kids can go to the supermarket and pick out red foods and yellow foods. They really catch on quickly. But you have to teach them how to say no. That's the hard part."

The program also emphasizes exercise, which is called active play.

So the kids walk, run, stretch and play games with a ball.

The institute just completed a three-year follow-up on a group of obese pre-adolescents who had gone through the program. In a group of 50, 44 percent reached their ideal weight within eight months.

At the end of three years, one out of four of the original group was still at his or her ideal weight.

Waukegan News Sun
June 1983

Use with TASK 267-00-00)

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PROGRAM Child Development

CRITERION EXAM

TASK # 267

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON the role of nutrition in the development of the infant and young child.

PART I

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET.* DO NOT WRITE ON THIS TEST! To master this exam you must answer 30 **out of** 40 **items correctly, (** 75 **%).**

* PART II

Each statement below is a true or false statement. Place "T" if the statement is true or "F" if the statement is false in the numbered blank space on your ANSWER SHEET.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	267	267	004

Criterion Exam 267

PART I

1. Characteristics of breast-feeding include all of the following except:
    - A. Babies have fewer digestion problems.
    - B. Infants have fewer illnesses than bottle-fed babies.
    - C. It encourages closeness between the mother and infant.
    - D. Overfeeding is more of a problem than with bottle-feeding.
2. New foods should be introduced to a baby one at a time because
    - A. it is easier to tell if a particular food causes a bad reaction.
    - B. it will help establish good eating habits.
    - C. the baby's digestive system will only accept one at a time.
    - D. too many new foods will confuse the baby.
3. Of the following list, the most healthful snack for children would be
    - A. hard candy.
    - B. orange soda.
    - C. peanut butter.
    - D. potato chips.
4. Poor nutrition in children may be caused by all of the following except one.
    - A. A lack of one food group in the diet.
    - B. Not varying the methods of preparing food.
    - C. Parent's lack of nutrition information.
    - D. Poor food choices by the child.
5. All but one of the following would be considered a good method of bottle feeding a baby.
    - A. Have infant slightly inclined.
    - B. Hold bottle semi-upright.
    - C. Keep nipple filled with milk.
    - D. Prop bottle on pillow while you do an errand.
6. The average newborn will get about ______ feedings each day.
    - A. 3-4
    - B. 4-5
    - C. 6-8
    - D. 9-10

DEPT	PROG	TASK	TPO	MPO
HE	CD	267	267	004

Criterion Exam 267

7. Children can usually be expected to successfully handle a fork and spoon by

   A. 6 months.

   B. 12 months.

   C. 18 months.

   D. 24 months.

8. If a child is a dawdler it can be helped by all but one of the following.

   A. Have the child eat before the family is served.

   B. Make the child sit until the plate is clean.

   C. Minimize distractions during the meal.

   D. Pick up the plate after a reasonable length of time.

9. Solids are generally offered to infants in the following order

   A Cereal. fruit, meat, eggs

   B. Eggs, vegetable, meat, cereal

   C. Fruit. vegetable, cheese, meat

   D. Meat, cereal, eggs, fruit

10. All but one of the following is apt to give negative influence on the young child's choice of foods.

    A. Family

    B. Playmates

    C. Teachers

    D. School friends

DEPT.	PROG	TASK	TPO	MPO
HE	CD	267	267	004

Criterion Exam 267

PART II

11. Physical growth and development during the first year are more rapid than at any other time of life.

12. Babies have no sense of taste until about six months of age.

13. It is as important to hold bottle-fed babies as it is to hold breast-fed babies.

14. When babies try to help feed themselves, they are ready to learn.

15. Before the invention of the rubber nipple and glass feeding bottle, there was no good sanitary method of feeding other than breast feeding.

16. A mixture of milk, water, and sweetener used for bottle feeding infants is called aseptic.

17. A night time bottle can cause tooth decay.

18. A child's temperament influences the amount of food the child needs.

19. Eating habits are not well established until after the child starts school.

20. Cabbage and cauliflower are some of the favorite vegetables of most children.

21. Many of a child's food likes and dislikes come from copying others.

22. A fat child can indicate a future health problem in adulthood.

23. Potato chips and candy are O.K. because young children don't eat large volumes.

24. Iron is needed by the body to help build red blood cells.

25. Babies get a good supply of their iron from breast milk.

26. Junior foods are strained foods for babies without teeth.

27. Babies begin to eat finger foods around 18 months.

28. A preschooler cannot read so trying to teach him good nutrition is not possible.

29. Strained foods are usually offered to the baby around the second or third month.

30. Children like flavorful foods so use salt, pepper, and seasonings freely.

31. The first milk expressed from the breast is watery and should not be used.

32. Breast fed babies will receive extra immunity agents from the breast milk.

33. A baby is burped to help him rid swallowed air.

34. A baby is more apt to be allergic to his mother's milk than to a prepared formula.

35. Breast milk takes longer to digest than cow's milk.

36. The mother who gets excited or angry may find her breast milk production lowered.

37. The baby helps control the amount of milk the mother's breast produces.

38. Mealtime can be a major factor influencing emotional stability.

39. If you want a child to be good for a certain occasion, promise if he is good you will get him an ice cream cone.

40. Breast feeding has the advantage of not having to burp the baby.

Criterion Exam 267

Student Answer Sheet

Name ______________________________

PART I

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

PART II

11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______
19. ______
20. ______
21. ______
22. ______
23. ______
24. ______
25. ______
26. ______
27. ______
28. ______
29. ______
30. ______
31. ______
32. ______
33. ______
34. ______
35. ______
36. ______
37. ______
38. ______
39. ______
40. ______

DEPT.	PROG	TASK	TPO	MPO
HE	CD	267	267	004

Criterion Exam 267

Teacher Answer Key

PART I

1. D
2. A
3. C
4. B
5. D
6. C
7. D
8. B
9. A
10. C

PART II

11. T
12. F
13. T
14. T
15. T
16. F
17. T
18. T
19. F
20. F
21. T
22. T
23. F
24. T
25. F
26. F
27. F
28. F
29. T
30. F
31. F
32. T
33. T
34. F
35. F
36. T
37. T
38. T
39. F
40. F

DEPT.	PROG	TASK	TPO	MPO
HE	CD	267	267	004

COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task IDENTIFY PROBLEM SITUATIONS FOR CHILDREN AND THEIR PARENTS.

Purpose From a parent's point of view rearing a child from conception to adulthood in a healthy, happy state is a monumental responsibility. Parents sigh with relief when their newborn appears to be "normal". But even at birth and infancy, problem situations such as premature birth or Sudden Infant Death Syndrome can occur. As we look further to infancy, childhood, and adolescense, we find special situations that become very real problems to parents, the children and, inevitably, the family. This task will help you to identify some of these problem situations.

Child Development

Program	Task	Est. Time	Prereq.
CD	268	15 hours	

June, 1983

LEARNING CONTRACT

1 STUDENT DATA

NAME ______________________ SOCIAL SECURITY NUMBER ______________________

LENGTH OF CONTRACT (NORMAL TIME IN HOURS) ______________________

2 TERMINAL PERFORMANCE OBJECTIVE

Given materials for researching and a criterion exam, identify problem situations for children and their parents. To master this task, you must score 30 out of 40 points or 75% on the Product Checklist and 21 out of 28 or 75% on the Criterion Exam.

2a MICRO—PERFORMANCE OBJECTIVE(S)

1. Identify the premature infant's characteristics and ways of meeting his needs.
2. Identify the causes, prevention and ways of dealing with Sudden Infant Death Syndrome.
3. Identify how the separation of the child from the parent can create special problems.
4. Identify the problems related to children being placed in homes of non-natural parents.
5. Identify the problem of child abuse.
6. Identify the problems related to families with a handicapped child.
7. Identify problem situations for children and their parents.

3 AGREEMENT

I, ______________________ agree to complete the above stated terminal performance requirement within ______________________ to ______________________. I further recognize that the conditions of the contract (performance and time agreement) report my ability to perform the requirements of the occupation and record my progress.

____
Student's Signature

DEPT	PROG	TASK	TPO
HE	CD	268	268

____
Instructor's Signature
(verifies competency)

MICRO-PERFORMANCE OBJECTIVE #1

Identify the premature infant's characteristics and ways of meeting his needs.

LEARNING STEPS

1. Read resource 1 to identify the premature infant and his care.
2. Complete resource 2 to increase your understanding of the premature infant and his care.
3. Read resource 3 to identify perinatal care.
4. Complete resource 4 to increase your understanding of perinatal care.
5. After completing resource 4, proceed to resource 5.

RESOURCES

1. Brisbane, Holly E., The Developing Child, pg. 75-76, 111-113, Pearce text
2. Activity Sheet 268-001-001 in this SLG and the classroom file.
3. "Perinatal Care", Alert Bulletin #29 by March of Dimes in the classroom file.
4. Activity Sheet 268-001-002 in this SLG.
5. MPO #2 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	001

Activity Sheet
268-001-001

"The Premature Infant"

Directions: Obtain a copy of this sheet from the classroom file and complete the following questions using the text The Developing Child, pg. 75-76, and 111-113. Turn the completed sheet in to the instructor to be checked.

1. What is the general definition of a "premature baby"?

2. A premature baby may be classified by one or both of the following characteristics:
   a.
   b.

3. What are the problems of a 6-month old premie?
   a.
   b.

4. The fetus' chance of survival if born prematurely is increased by what 2 factors?
   a.
   b.

5. What are the chances for and the care that must be given a 7-month old premie?

6. What are the chances and necessary care of the 8-month old premie?

7. What is an early 9-month old baby lacking in development?

8. What birth weight is classified as premature?

9. How small can a baby be and still live?

0. What body systems of a premie are underdeveloped and create problems:
   a.
   b.
   c.

DEPT.	PROG	TASK	TPO	MPO

Activity Sheet
268-001-001

"The Premature Infant"

11. What three things are controlled in an incubator?

    a.

    b.

    c.

12. How long does a premie stay in the incubator?

13. What is the relationship between premature birth and SIDS?

14. Why are premies' emotional needs not met?

15. What new equipment or practices have been developed to help meet the emotional needs of the premie?

    a.

    b.

16. What new insight on newborns was learned by the Japanese experiment?

17. Discuss the LeBoyer method of birth and how it is to meet the emotional needs of newborns.

18. Discuss the apparent success of the LeBoyer Birth Method.

19. Describe the typical growth pattern of a premie.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	001

Activity Sheet
268-001-002

"Perinatal Care"

Directions: Use the March of Dimes Alert Bulletin #29, Perinatal Care, found in the classroom file to complete this assignment. Write a paragraph discussing each of the following topics concerning the cause and treatment of the low-birth weight, prematurely born and/or surgical candidate infant. Turn the completed work in to your instructor to be checked.

1. Field of Perinatal Medicine
2. General concern for the Premature Baby
3. Importance of Nutrition and Prenatal Care
4. Who are High Risk Mothers?
5. Fetal Monitoring
6. Importance of Preparing for Childbirth
7. Neonatal Intensive Care
8. New Surgical Methods & Treatment of Critically Ill Newborns
9. Solving the Problem of Meeting Emotional Needs of Infant
10. Solving the Problem of the Necessity of Acting Quickly With Critically Ill Newborns

DEPT.	PROG	TASK	TPO	MPO
HE	CD	268	268	001

MICRO-PERFORMANCE OBJECTIVE #2

Identify the causes, prevention and ways of dealing with Sudden Infant Death Syndrome.

LEARNING STEPS	RESOURCES
1. Read resources 1A and 1B to identify SIDS and how to deal with it.	1A Brisbane, Holly E., The Developing Child, pg. 112. Pearce Text. 1B "The Basic Facts About SIDS" by the National Foundation for Sudden Infant Death. In the classroom file.
2. Complete resource 2 to increase your understanding of SIDS.	2. Activity Sheet 268-002-001 in this SLG and the classroom file.
3. Read resource 3 to identify research being done on SIDS.	3. "Sudden Infant Death" by Joel Greenberg, Science News, Vol. 113, No. 15, 1978, pg.234-235 in the classroom file.
4. Complete resource 4 to research new SIDS findings.	4. Activity Sheet 268-002-002 in this SLG.
5. After completing resource 4, proceed to resource 5.	5. MPO #3 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	002

Activity Sheet
268-002-001

"The Basic Facts About SIDS"

Directions: Obtain a copy of this sheet from the classroom files. Complete the questions below by using the following resources: The Developing Child, p. 112, and the pamphlet "The Basic Facts About SIDS" by the National Foundation for Sudden Infant Death, in the classroom file. Turn your completed work in to the instructor to be checked.

1. What is SIDS the abbreviation of?

2. What is the nickname for SIDS?

3. How many deaths in the U.S. alone are caused by SIDS annually?

4. Although there is much unknown about SIDS, there are several things science knows that it is not caused by:

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

5. How do we know it is not caused by new environmental agents?

6. What percent of unexpected deaths in infants is associated to SIDS?

7. What age does SIDS occur most frequently?

8. What common health occurrence is typical to children suffering from SIDS?

9. In light of present research what two facts can help parents of SIDS victims answer the question "Was it my fault?"

   a.

   b.

DEPT.	PROG	TASK	TPO	MPO

Activity Sheet
268-002-001

"The Basic Facts About SIDS"

10. Is SIDS caused by suffocation? _______ Discuss.

11. Is SIDS caused by choking on vomit or regurgitated milk? _______ Discuss.

12. List some causes that have been cited through the years and discounted.

a. ____________________________

b. ____________________________

c. ____________________________

d. ____________________________

e. ____________________________

f. ____________________________

g. ____________________

h. ____________________

i. ____________________

j. ____________________

k. ____________________

13. Does the child suffer with SIDS? ________ Discuss.

14. When a baby dies of SIDS, is the immediate family in danger? _________ Discuss.

15. Would it have helped if I had breastfed the baby? ________ Discuss.

16. If I had a child to die of SIDS, what are the odds of another one being struck?

17. Why is it important that a baby's death be probably labelled SIDS on the death certificate?

18. What part of the world has more incidents of SIDS?

Activity Sheet
268-002-001

"The Basic Facts About SIDS"

19. Describe some of the problems experiences by those in grief for an SIDS victim.

    a.

    b.

    c.

    d.

    e.

    f.

20. How may the husband and wife's grief differ and why?

21. How might other children react to a SIDS death?

    a.

    b.

    c.

22. How should parents help the other children adjust?

    a.

    b.

    c.

23. Why does the problem magnify if the SIDS occurred while a baby sitter or relative was in charge of the baby?

24. Where can people seek help to better understand and/or cope with SIDS?

Activity Sheet
268-002-002

"SIDS Research"

Directions: Obtain a copy of the article "Sudden Infant Death", by Joel Greenberg, Science News, Vol. 113, No. 15, April 15. 1978, pg. 234-235, in the classroom file, or locate a more recent article on the topic. Write a 200 word article reporting the new findings on this very serious problem of SIDS. Make sure to identify the source of the research to help sort the layman opinions from the scientific research. The above article gives new insight to the cause of SIDS. Turn the completed paper in to the instructor to be checked

DEPT.	PROG	TASK	TPO	MPO
HE	CD	268	268	002

MICRO-PERFORMANCE OBJECTIVE # 3.

Identify how the separation of the child from a parent can create special problems.

LEARNING STEPS	RESOURCES
1. Read resource 1 to identify problem situations for children.	1. Brisbane, Holly E., The Developing Child, Chapter 16, pg. 393-413. Pearce Text.
2. Complete resource 2 to increase your understanding of the many problem situations for children.	2. Activity Sheet 268-003-001 in this SLG.
3. Complete resource 3 to increase your understanding of the affects of divorce on children and the family.	3. Activity Sheet 268-003-002 in this SLG.
4. Complete resource 4 to increase your understanding of how death affects the emotional stability of children.	4. Activity Sheet 268-003-003 in this SLG.
5. Complete resource 5 to increase your understanding of the special needs of a child in a single-parent family.	5. Activity Sheet 268-003-004 in this SLG.
6. Complete resource 6 to evaluate your understanding of the affects of divorce and single parenting on the child.	6. Activity Sheet 268-003-005 in this SLG.
7. After completing resource 6. proceed to resource 7.	7. MPO #4 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	263	003

Activity Sheet
268-003-001

"Problem Situations for Children"

Directions: Read Ch. 16, pg. 393-413, of your text. The Developing Child. Problem situations for children are discussed under the following headings: Divorce, Death, Single Parenting, Adoption, Child Abuse, and Handicapped Children. These topics will be dealt with in further detail in the next 3 MPO's. Complete Activity 1 Study Guide in your The Developing Child Student Guide, pg. 143-146. Turn in the completed pages to your instructor to be checked.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	003

Activity Sheet
268-003-002

"Children and Divorce"

Directions: After reading pg. 393-396 in your text The Developing Child, obtain a copy of one of the two following books from the library:

- Grollman, Earl A., Talking About Divorce: A Dialogue Between Parent and Child, Beacon Press, 1976.
- Grollman, Sharon Hya. Where Is Daddy? Beacon Press

Read a chapter of your choice. Write a 200-word review of the content. Remember to include in your review the book title, author, publisher and pages read. Turn the completed work in to the instructor to be checked.

Note: If the above books are not available, look in the card catalogue and find another book on the topic of "Divorce" to complete this this task.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	003

Activity Sheet
268-003-003

"Children and Death"

Directions: After reading pg. 396-399 of your text The Developing Child, collect data for completing this task. 1) Secure a book from the library dealing with the effects of death on children. The two below are suggestions:

- Grollman, Earl A., Talking About Death: A Dialogue Between Parent and Child. Beacon Press, 1976.
- Grollman, Earl A., Explaining Death to Children, Beacon Press

or you may contact a minister, priest or rabbi of your choice and discuss how they help families cope with death.

2) Write a 200 word essay to be submitted to a parenting magazine. This essay should help parents of small children to guide the youngsters through accepting the death of someone close to them.

3) Identify the source of your information on the bottom of the essay. Turn in the completed work to the instructor to be checked.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	003

Activity Sheet
268-003-004

"Children of Single Parents"

Directions: After reading pg. 399-401 of your text The Developing Child. complete the following task. 1) If you know of a family with a single parent, use the family as a resource. If not, look in the library using the Guide to Periodicals to find a magazine article on the topic.

2) Pretend that you have a 3-year old child and your spouse is no longer in the family. For this report you are not to consider the reasons you are left as the single parent. Write a 200-word essay explaining the feelings of your child and you take on the responsibility of raising an emotionally healthy child.

3) Identify the sources in forming your ideas. Turn the completed work in to the instructor to be checked.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	003

Activity Sheet
268-003-005

"You Be The Judge"

Directions: After reading your text The Developing Child pg. 393-401, complete Activity 5 in your The Developing Child Student Guide, pg. 153-154. You will agree that most divorce cases are difficult to judge. Turn your completed work in to the instructor to be checked.

MICRO-PERFORMANCE OBJECTIVE #4

Identify the problems related to children being placed in homes of non-natural parents.

LEARNING STEPS	RESOURCES
1. Read resource 1A and 1B to identify the problems associated to adoption.	1A Brisbane, Holly E., The Developing Child, pg. 401-403. Pearce text. 1B "Adoption", U.S.D.A. Bulletin, in the classroom file.
2. Complete resource 2 to increase your understanding of the problems associated to adoption.	2. Activity Sheet 268-004-001 in this SLG and the classroom file.
3. Complete resource 3 to research the issue of adoption.	3. Activity Sheet 268-004-002 in this SLG.
4. Complete resource 4 to research the issue of foster parenting.	4. Activity Sheet 268-004-003 in this SLG.
5. After completing resource 4, proceed to resource 5.	5. MPO # 5 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	004

Activity Sheet
268-004-001

"Adoption"

Directions: Using your text The Developing Child, pg. 401-403 and the U.S. Bulletin entitled "Adoption" in the classroom file, discuss each of the following issues in paragraph form. Turn the completed work in to the instructor to be checked.

1. Attitudes toward adoption have changed.
2. Why children should be told they are adopted.
3. The method of matching child-to-parent is changing.
4. What about adopting a child of a different race or with a severe handicap?
5. What about allowing children to search for their biological parents?
6. How can relatives or peers help or hinder the adoptee's emotional health?
7. Where and how do I adopt a child?

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	004

Activity Sheet
268-004-002

"Adoption Research"

Directions: If you desired to research the topic of adoption further, obtain a copy of one of the following books from the library:

- Meredith, Judith C., And Now We Are a Family, Beacon Press, 1972.
- Raymond, Louise, Adoption and After, Revised Edition, Harper & Row, 1974.
- Triseliotis, John, In Search of Origins: The Experiences of Adopted People, Beacon Press.
- Guide to periodicals, search for articles written and published in magazines.

Write a 200-word word review of the book or article you read. Include title, author, publisher and pages read at the end of the review. Turn the completed work in to the instructor to be checked.

Activity Sheet
268-004-003

"Foster Parenting"

Directions: Research information on foster parenting to answer the following issues in paragraph form. You may use families you know that have foster children, Guide to Periodicals in the library, or call the"Children and Family Services" in your county to search for information. Turn the completed work in to the instructor to be checked.

1. What is the purpose of the Foster Parenting Program?
2. How can you become a foster parent?
3. What are the legal responsibilities of the foster parent?
4. What is the financial responsibility of the foster parent?
5. How does the emotional need of the foster child differ from the adopted child?

MICRO-PERFORMANCE OBJECTIVE #5

Identify the problem of child abuse.

LEARNING STEPS

1. Read resources 1A & 1B to identify the issue of child abuse.
2. Complete resource 2 to increase your understanding of child abuse and its problems to the child and family.
3. Complete resource 3 to relate the issue of child abuse to a local situation.
4. After completing resource 3, proceed to resource 4.

RESOURCES

1A Brisbane, Holly E., The Developing Child pg. 404-406. Pearce text.

1B "Child Abuse", U.S.D.A.publisher, in classroom file.

2. Activity Sheet 268-005-001 in this SLG and the classroom file.

3. Activity Sheet 268-005-002 in this SLG.

4. MPO #6 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	005

Activity Sheet
268-005-001

"Child Abuse"

Directions: Obtain a copy of this sheet from the classroom file. After reading your text The Developing Child, pg. 404-406 and the U.S.D.A. publication "Child Abuse", complete the following questions. Turn the completed sheet in to the instructor to be checked.

1. Why do people turn to child abuse?

2. Why do people who were abused as children, then abuse their own children?

3. Describe the emotional characteristics of a child abuser.

4. From what kind of background do child abusers come?

5. Are children the cause of the abuse on them? Explain.

6. Describe how abusive parents generally look upon the child's actions or behavior.

7. Describe two laws concerning child abuse that exist in all states.
   a.
   b.

8. Why do many child abuse cases go undetected?
   a.
   b.

9. Discuss the following issue "Jail vs Treatment for Child Abusers".

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	005

Activity Sheet
268-005-001

"Child Abuse"

10. How would taking this course help decrease child abuse statistics?

11. List the classifications of child abuse and describe each.

a. ____________________: ____
____

b. ____________________: ____
____

c. ____________________: ____
____

d. ____________________: ____
____

12. How bad is the problem of child abuse in this country today?

13. Why does the abused child keep it a secret?

14. How can the abused child be helped emotionally?

15. Where can the abuser go for help?

16. Where can the abused child go for help?

17. What can the person who suspects a child is being abused do?

Activity Sheet
268-005-002

"Child Abuse in the News"

Directions: Obtain a copy of this sheet from the classroom file. Over the next few weeks watch the local newspapers for articles reporting a child abuse case. Mount it to the back of this page. Then write a commentary giving your views about the social problem of child abuse in our country. Include cause, the act, and the action taken concerning the article attached. Turn your completed work in to the instructor to be checked.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	005

MICRO - PERFORMANCE OBJECTIVE #6

Identify the problems related to families with a handicapped child.

LEARNING STEPS		RESOURCES	
1.	Read resources 1A and 1B to identify problems related to handicapped children.	1A	Brisbane, Holly E., The Developing Child, pg. 406-412. Pearce text.
		1B	"The Handicapped Child", New Readers Press, in the classroom file.
2.	Complete resource 2 to increase your understanding of handling a handicapped child.	2.	Activity Sheet 268-006-001 in this SLG and the classroom file.
3.	View resource 3 to observe a success story of a handicapped child.	3.	"Keep on Walking", 16 mm file by March of Dimes shown by the instructor or in the Audiovisual Room.
4.	Complete resource 4 to evaluate your understanding of dealing with the problem of parenting a handicapped child.	4.	Activity Sheet 268-006-002 in this SLG.
5.	After completing resource 4, proceed to resource 5.	5.	MPO #7 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	006

Activity Sheet
268-006-001

"The Handicapped Child"

Directions: Obtain a copy of this sheet from the classroom file. Discuss the issues below using paragraph form. Use your textbook The Developing Child, pg. 406-412, and the booklet The Handicapped Child published by New Readers Press, found in the classroom file. Turn the completed work in to the instructor to be checked.

1. How has the acceptance of being handicapped changed today?

2. What are the needs of the handicapped?

3. What is the difference between physical and mental handicaps?

4. Why is it important for a handicapped child to have tasks like all the other members of the family?

5. What types of demands does a child that is handicapped place upon the parents?

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	006

Activity Sheet
268-006-001

"The Handicapped Child "

6. How can support groups help parents of handicapped children?

7. List facilities that your local area provides for:

   a. physically handicapped -

   b. mentally handicapped

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	006

Activity Sheet
268-006-002

"How Do You Feel"

Directions: Perhaps you know someone that is physically or mentally handicapped. This may help you to complete this task. It would help to view the 16 mm March of Dimes film "Keep on Walking". You may also obtain the book More Time to Grow: Explaining Mental Retardation to Children. by Sharon Hya Grollman, Beacon Press, 1977.

Assume your two-year old Beth developed a serious illness which caused brain damage. Your friends are encouraging you to institutionalize Beth to avoid problems for yourself and her siblings John (4) and Marcy (7). Write a 200-word essay concerning your decision making. Turn the completed work in to the instructor to be checked.

MICRO-PERFORMANCE OBJECTIVE #7

Identify problem situations for children and their parents.

LEARNING STEPS

1. Review resource 1 to prepare for the evaluation of your understanding of problem situations for children and their parents.
2. Complete resource 2 to increase your understanding of dealing with problem situations affecting children and their parents.
3. Prepare to have resource 2 evaluated according to resource 3.
4. Discuss the evaluation with the instructor and ask for resource 5.
5. Complete resource 5 to evaluate your understanding of problem situations for children and their parents.
6. After discussing the evaluation with the instructor, proceed to the next learning guide.

RESOURCES

1. All MPO's in this SLG.
2. Activity Sheet 268-007-001 in this SLG and the classroom file.
3. Product/Performance Checklist 268 in this SLG and the classroom file.
4. Instructor.
5. Written Criterion Exam 268 from the instructor.
6. Instructor.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	007

Activity Sheet
268-007-001

"Researching a Problem Situation for Children and Their Parents"

Directions: I. In this task you have considered many problem situations to children and their families. You are now to choose any one of them to research further:

- Adoption
- Child Abuse
- Death
- Divorce
- Foster Parenting
- Mental Handicapped
- Physical Handicapped
- Premature Babies
- Single Parent Children
- Sudden Infant Death Syndrome
- Surgical Methods for Infants

II. You may use any one of the following ways to research information plus the method with the * .

- Read a book concerning the selected problem.
- Interview someone who has experienced the problem.
- Interview someone who works in a professional way with this problem.
- Write or call some agency that deals with the problem.
- Visit a facility that helps families deal with the problem.

* Locate three or more periodical articles discussing the problem. Include zerox copies of them.

III. Write a 500-word report on the problem. Include the following areas of concern.

- History of the Problem - How has it changed over the years?
- How does the Problem Affect the Child?
- How does the Problem Affect the Parents or Family?
- What New Research is Being Done to Help People Deal with the Problem?

IV. Include a bibliography of sources used to help you in your research. Include the interviews, visits, etc.

V. Turn the completed task to your instructor to be evaluated by the Product Checklist.

PROGRAM: Child Development

TASK: Identify Problem Situations for Children and Their Parents

TASK # 268

PERFORMANCE/PRODUCT CHECKLIST

STUDENT'S NAME ______________________ EVALUATION SITE ____________

EVALUATOR'S NAME ______________________ PERFORMANCE ATTEMPT 1 2 3 4

DATE OF ATTEMPT ____ ____ ____ ____

TERMINAL PERFORMANCE OBJECTIVE:

Given the materials for researching, identify problem situations for children and their parents. To master this task you must score 30 out of 40 points or 75% on the Product/Performance Checklist.

DIRECTIONS TO THE STUDENT:

BEFORE ATTEMPTING THIS TASK FOR MASTERY, CAREFULLY REVIEW THIS CHECKLIST. YOU WILL BE EVALUATED ON THE BASIS OF THIS CHECKLIST. WHEN YOU FEEL YOU ARE READY FOR EVALUATION CONTACT YOUR INSTRUCTOR. YOU MUST COMPLETE YOUR PERFORMANCE WITHIN 2 weeks ~~MINUTES~~ AND MUST SCORE AT LEAST 30 OUT OF 40 POINTS OR 75 % FOR MASTERY. CRITICAL ITEMS ARE MARKED WITH AN ASTERISK (*). THESE ITEMS MUST BE SATISFACTORILY COMPLETED.

DIRECTIONS TO THE EVALUATOR:

THE STUDENT WILL CONTACT YOU WHEN READY FOR EVALUATION. THE STUDENT MUST COMPLETE THE PERFORMANCE WITHIN 2 ~~MINUTES~~ WEEKS AND MUST SCORE 30 OUT OF 40 POINTS OR 75 % AND ALL ITEMS MARKED WITH AN ASTERISK (*) MUST BE SATISFACTORILY COMPLETED.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	268	268	007

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
*	Prepare a bibliography containing three (3) periodical references	5	
*	Include in the bibliography a minimum of one additional research method	5	
*	Write a 500-word report on a problem situation for children and their parents.	10	
*	Include in the report information concerning the history of the problem.	5	
*	Include in the report ways in which the problem affects the child.	5	
*	Include in the report ways in which the problem affects the parents or family	5	
*	Include in the report information concerning research or new methods of dealing with the problem.	5	

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 30
TOTAL POINTS POSSIBLE = 40

DEPT.	PROG	TASK	TPO	MPO
HE	CD	268	268	007

PROGRAM Child Development

CRITERION EXAM

TASK # 268

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON problem situations for children and their parents.

PART I

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET.* DO NOT WRITE ON THIS TEST! To master this exam you must answer 21 **out of** 28 **items correctly, (**75 **%).**

* PART II

Each of the following statements are true or false. Mark "T" if the statement is true or "F" if the statement is false, in the numbered blank space on your ANSWER SHEET!

DEPT.	PROG	TASK	TPO	MPO
HE	CD	268	268	007

Criterion Exam 268

PART I Each of the questions or incomplete statements below is followed by several words or phrases. Choose the one which best answers the question or completes the statement correctly. Place the letter (A-B-C-D) in the numbered space on your ANSWER SHEET. DO NOT WRITE ON THIS SHEET.

1. The newborn is classfied premature if it is

   A. below 5½ pounds and/or is born before development is complete.

   B. born before the nine months of development has been completed.

   C. has a birth defect of some kind.

   D. weighs below 5½ pounds.

2. Neonatal intensive care includes all but one of the following.

   A. Food

   B. Oxygen

   C. Silence

   D. Warmth

3. As we understand it at the present, SIDS is best described as a/an

   A. accidental death.

   B. birth defect.

   C. death due to parental neglect.

   D. disease with unknown cause or prevention.

4. When divorce results in a battle over custody of the children, all of the following are true except one.

   A. Children are likely to develop emotional problems if they are forced to decide between two parents they love.

   B. Children should be kept as isolated from the problem as possible.

   C. Courts grant custody to the mother more often than to the father.

   D. It is best to have the boys live with Dad and girls with Mom.

5. When parents are telling their children of an upcoming divorce, they should do all but one of the following.

   A. Discourage their hopes for parent reconciliation.

   B. Give full details of the reasons for the divorce.

   C. Keep living arrangements for children as nearly the same as possible.

   D. Reassure them of the continuing love of both parents.

6. The number of single parents has increased for all of the following reasons except one.
   - A. A greater percent of deaths among parents in two-parent families.
   - B. A greater number of single-parent adoptions.
   - C. A rise in divorce rates.
   - D. More unmarried mothers keep their babies.

7. Child abuse includes all but one of the following catagories.
   - A. Emotional abuse
   - B. Intellectual abuse
   - C. Physical abuse
   - D. Sexual abuse

8. As a group, child abusers have all but one of the following characteristics.
   - A. Are unrealistic about what to expect of children at different ages
   - B. Are very poor
   - C. Do not have control over their emotions
   - D. Were abused themselves as children

9. In the past, adoptive children were matched as closely as possible to adoptive parents in all except one of the following areas.
   - A. Health
   - B. Physical characteristics
   - C. Race
   - D. Religion

10. Parents of handicapped children should do all the following except to
    - A. arrange for necessary medical treatment.
    - B. teach the child as much independence as possible.
    - C. teach the child to accept limitations which cannot be overcome.
    - D. realize that institutionalizing the child early in life is best for everyone.

PART II Each of the following statements are true or false. Place a "T" if the statement is true or "F" if the statement is false, in the numbered blank space on the test ANSWER SHEET.

11. Even if parents do not get along, children need a home with two parents for normal development.

12. Children often feel that they themselves are the reason for their parents' divorce.

13. A new home or new school is recommended to help children get over the emotional upset of a divorce.

14. Children under age three think death is similar to a separation or absence.

15. If a loved one dies, very small children should be told that the person is away on a trip.

16. Talking about death and answering a child's questions only increases a child's fantasies and worries.

17. Even infants go through a period of mourning.

18. Very young children should not participate in family funeral services.

19. Children must be healthy before they can be adopted legally.

20. Children should not be told about their being adopted until they are high school age.

21. Some single parents do a better job of rearing a child than couples do.

22. Children who are mentally handicapped follow a different sequence of development than normal children.

23. People who report possible child abuse cases cannot be sued if they did so with good intent.

24. Child abusers should be jailed because treatment is rarely effective.

25. Single parents need to provide the child with good examples of opposite sex roles.

26. Adopted children can usually accept adoption better if they know their natural parents didn't want them anyway.

27. Foster homes are temporary placements for children in troubled homes or parentless homes.

28. SIDS is a hereditary disease.

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	007

Criterion Exam 268

Student Answer Sheet

Name ______________________________

PART I

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PART II

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	007

Criterion Exam 268

Teacher Answer Key

PART I

1. A
2. C
3. D
4. D
5. B
6. D
7. B
8. B
9. A
10. D

PART II

11. F
12. T
13. F
14. T
15. F
16. F
17. T
18. F
19. F
20. F
21. T
22. F
23. T
24. F
25. T
26. F
27. T
28. F

DEPT	PROG	TASK	TPO	MPO
HE	CD	268	268	007

COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task Identify health needs and practices for infants and young children.

Purpose

In the past, most children did not survive the illnesses of childhood. In the seventeenth century, 67 percent of all children in the American colonies died before age four. Two hundred years ago the life expectancy at birth for Americans was 35 years. Infectious diseases, lack of knowledge about sanitation needs, and home remedies based on custom or superstition were causes of such a high death rate among the young. By the eighteenth century infant mortality rate was almost 40 percent. Due to many medical advances in the nineteenth century, by 1900 the average life expectancy increased to 50 years. With twentieth century medicines, practices and techniques, today the average Amercan can expect to live to 73 years and infant mortality rate is less than 2 percent. Doing this task will help you identify the health needs of children and the role the caregiver has in providing for them.

Program	Task	Est. Time	Prereq.
CD	271	13	None

June 4, 1982

LEARNING CONTRACT

1 STUDENT DATA

NAME ______________________ SOCIAL SECURITY NUMBER ______________________

LENGTH OF CONTRACT (NORMAL TIME IN HOURS) ______________________

2 TERMINAL PERFORMANCE OBJECTIVE

Given a written criterion, identify health needs and practices for infants and young children. To master this task you must achieve 30 out of 40 or 75% on the exam.

2a MICRO—PERFORMANCE OBJECTIVE(S)

1. Identify the general health needs of infants and children.
2. Describe the various childhood diseases.
3. Identify the caregiver's role in providing a healthy environment and encouraging early health habits.
4. Identify the caregiver's role in securing medical help to meet the children's health needs.
5. Identify some special needs that stem from long term health problems.
6. Identify health needs and practices for infants and young children.

3 AGREEMENT

I, ____________________ agree to complete the above stated terminal performance requirement within ____________________ to ____________________. I further recognize that the conditions of the contract (performance and time agreement) report my ability to perform the requirements of the occupation and record my progress.

____
Student's Signature

DEPT	PROG	TASK	TPO
HE	CD	271	271

____
Instructor's Signature
(verifies competency)

MICRO-PERFORMANCE OBJECTIVE #1

Identify the general health needs of infants and children.

LEARNING STEPS	RESOURCES
1. Read resource 1A or 1B to become aware of health needs of children.	1A Brisbane, Holly E. The Developing Child, Third Edition, p. 359-361 and 373-382 Pearce Campus text. 1B Ames, Louise Bates, Child Care and Development, p. 413-433 Horizon Campus text.
2. Complete resource 2A or 2B to increase your awareness of children's health needs.	2A Activity Sheet 271-001-001 in the Pearce Campus Classroom File and this SLG. 2B Activity Sheet 271-001-002 in the Horizon Campus Classroom File and this SLG.
3. Complete resource 3 to evaluate your understanding of health and safety needs of children.	3. Activity Sheet 271-001-003 in Pearce Campus Classroom File and this SLG.
4. Read resource 4 to learn how health changes with age of children.	4. Ames, Louise Bates, Child Care and Development, "Age Changes in Health", Chart, p. 422, Horizon Campus text and on Pearce Campus classroom reference shelf.
5. Complete resource 5 to evaluate your understanding of how health varies in children.	5. Activity Sheet 271-001-004 in the classroom file and this SLG.
6. After completing the resources for your respective campus, proceed to resource 6.	6. MPO #2 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	271	271	001

Activity Sheet
271-001-001

Health of Children

Directions: Obtain a copy of this sheet from the Pearce Campus classroom file. Complete the answers using the text The Developing Child, Third Edition by Holly E. Brisbane p. 359-361 and 373-382. Hand the completed sheet to the instructor to be checked.

1. What is meant by "infant mortality rate?"

2. Why do people today live longer on the average than people in the past?

3. List the general steps in handling health or accident emergencies.
   a.
   b.
   c.
   d.
   e.

4. Give an example of how the attitude of the caregiver can influence that of the patient.

5. How does the care of a sick infant differ from the care of a sick pre-schooler?

6. How does the care of a sick pre-schooler differ from the care of a sick school-age child?

7. Explain how the care of a sick child changed from years past to the present day.

8. How does long-term treatment affect the child and the family?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	001

Activity Sheet
271-001-001

Health of Children

9. Explain what is meant by each of these diets and explain when they are used.

   a. Regular diet:

   b. Bland diet:

   c. Liquid diet:

10. Why is hospitalization so emotionally upsetting for many children?

11. Name some ways the fears of hospitalization can be minimized.

12. Why are routine check-ups for children important?

13. How can those who cannot afford regular check-ups by a private physician get adequate medical care for their children?

14. Describe how often check-ups should be given to:

    1. infants:
    2. pre-schoolers:
    3. school-age children :

15. What are communicable diseases?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	001

Activity Sheet
271-001-001

Health of Children

16. Name some common childhood communicable diseases.

17. Explain what a natural immunity is.

18. If children are born with natural immunities, why are immunizations needed?

19. How do vaccines help prevent diseases?

20. Relate a real hospital experience - your own or that of someone you know. Choose one which shows the child's fears or misconceptions of hospitalized children or family members. Give some ideas of what could have been done to minimize the fears.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	001

Activity Sheet
271-001-002
Health of Children

Directions: Obtain a copy of this sheet from the Horizon Campus classroom file. Complete the answers on that sheet using the text Child Care and Development by Louise Bates Ames, p. 413-433. Hand the completed sheet to the instructor to be checked.

1. List six ways parents can help children form good health & safety habits.

   A.

   B.

   C.

   D.

   E.

   F.

2. Why is it important to be immunized?

   A. to individual?

   B. to society?

3. Name 7 diseases that children should receive immunization for.

   A.

   B.

   C.

   D.

   E.

   F.

   G.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	001

Activity Sheet
271-001-002

Health of Children

4. Name 3 diseases that there is no prevention through immunizations.

   A.

   B.

   C.

5. Name 1 dreaded disease that is no longer a menance in the U.S. so immunizations is no longer given in U.S..

6. Are certain kinds of diseases more apt to strike at one age than another?

7. What 3 things can be done for a person with an allergy?

   A.

   B.

   C.

8. Describe the disease diabetes.

9. How can diabetes be controlled?

10. List 4 risk factors for crib death.

    A.

    B.

    C.

    D.

11. Why may parents feel quilty about SIDS? Why shouldn't parents feel guilty?

12. List 3 things that can be done for a child to lessen her or his fear of hospitalization.

A.

B.

C.

13. List at least 3 things that should be done for an 8-year old who is confined to bed for several weeks at home.

A.

B.

C.

14. List 5 tensional outlets in children that may cause adult concern.

A.

B.

C.

D.

E.

15. What is the current attitude toward these tensional outlets?

16. When should parents consult a doctor about a tensional outlet?

17. Define "tics".

Activity Sheet
271-001-003

Health and Safety Magic Square Puzzle

Directions: Complete "Chapter 15: Health and Safety, Activity 2: Magic Square Puzzle" in The Developing Child Student Guide by Brisbane p. 135. Use the text The Developing Child, Third Edition by Holly E. Brisbane, p. 359-391, to research answers. Hand the completed activity sheet to the instructor to be checked.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	001

Activity Sheet
271-001-004

Age Changes in Health

Directions: Using the chart on page 422 of Child Care and Development by Louise Bates Ames complete the activity below. Write your answers on your own paper, but copy each statement at the beginning of each answer. Hand the completed work to the instructor to be checked.

How would you advise these concerned mothers about the health of their children? Support your answers.

1. Mary: "My toddler constantly cries with ear aches."
2. Joan: "Jo is now in nursery school, but he embarrasses me because he often comes home with wet pants."
3. Marge: "My kindergartner has one constant cold!"
4. Karen: "Amy has been a fairly healthy child but now that she is in first grade she seems to be sick all the time!"
5. Sue: "My first grader seems to be healthy but constantly complains of headaches and leg pains."
6. Lynn: "Marcy appears to be a healthy child but often I have to decide if she should stay home in the morning from school because of a stomach ache."

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	001

MICRO-PERFORMANCE OBJECTIVE #2

Describe the various childhood diseases.

LEARNING STEPS

1. Review resources 1A and 1B or 1B and 1C to identify childhood diseases, their symptoms and home care.

2. Complete resource 2A to increase your understanding of childhood diseases, by using resources 2B or 2C.

3. After completing resource 2, proceed to resource 3.

RESOURCES

1A Brisbane, Holly E., The Developing Child, Third Edition, p. 380-82, Pearce Campus Text.

1B "Communicable Diseases of Childhood" in classroom file.

1C Ames, Louise Bates, Child Care and Development, Revised Edition, p.418-420. Horizon Campus Text.

2A Activity Sheet 271-002-001 in classroom file and this SLG.

2B Pearce Campus text (in resource 1A) p. 378-382.

2C Horizon Campus text (in resource 1C) p. 417-421.

3. MPO #3 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	271	271	002

Activity Sheet
271-002-001

"What Parents Should Know About Childhood Diseases"

Directions: Obtain a copy of this sheet from the classroom file. Using The Developing Child text p. 381-382 or Child Care and Development text p. 417-421, define the following terms. Fill in the chart and respond to the case study. Hand completed work to the instructor to be checked.

I. Define each of the following terms:

1. Antibiotics:
2. Booster shot:
3. Communicability period:
4. Communicable disease:
5. Immunization:
6. Incubation period:
7. Isolation:
8. Natural immunity:
9. Vaccination:

II. Fill in the chart below on childhood communicable diseases.

Activity Sheet
271-002-001

"What Parents Should Know About Childhood Diseases"

II. Childhood Communicable Diseases:

Childhood Disease	Symptoms	Possible Side-effects	Care & Treatment	Immunity Program
1. Diphtheria				
2. Measles				
3. Mumps				
4. Polio				
5. Rubella (German measles)				
6. Tetanus				
7. Whooping Cough (pertussis)				

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	002

Activity Sheet
271-002-001
What Parents Should Know About Childhood Diseases"

III. Write a one page paper explaining why the belief in this attitude is very seriously wrong! "Measles, mumps, etc. are only childhood diseases. Why all the big deal about having shots for them. I don't believe the school should exclude my child from school if he does not have those dumb shots."

Activity Sheet
271-002-001

"What Parents Should Know About Childhood Diseases"

IV. Immunization Chart: Check which shots are given at each time schedule.

Childhood Immunization Schedule	DPT Shot	Polio	Measles	Rubella	Mumps	Tetanus Diphtheria
2 months						
4 months						
6 months						
15 months						
4-6 years						
14 - 16 years						

1. What is the DPT shot immunizing against?

2. Why is the smallpox vaccination not on the chart?

3. Why is it so important for the parent to keep accurate immunization records?

4. What is the average incubation period for most childhood diseases?

MICRO - PERFORMANCE OBJECTIVE #3

Identify the caregivers' role in providing a healthy environment and encouraging early health habits.

LEARNING STEPS	RESOURCES
1. Read resource 1A or 1B to help you to identify the need for good teeth care.	1A Brisbane, Holly E. The Developing Child, Third Edition, p. 133-135, 152, 211-213, 300-301 Pearce Text. 1B Ames, Louise Bates, Child Care and Development, Revised Edition, 111, 428. Horizon Text.
2. Complete resource 2 to show your understanding of the importance of good teeth care.	2. Activity Sheet 271-003-001 in classroom file and this SLG.
3. Read resource 3A or 3B to help you to identify the need of good nutrition for healthy children.	3A Pearce Campus text, 27-28, 85-91, 223-227, 309-316, 375-376. 3B Horizon Campus text, 76-80, 209-224, 426-427.
4. Complete resource 4 to show your understanding of the need of good nutrition for healthy children.	4. Activity Sheet 271-003-002 in classroom file and this SLG.
5. Using resources 5A and/or 5B, to increase your understanding of the caregivers' role for general good health.	5A Pearce or Horizon texts. 5B Child care books in classroom.
6. Complete resource 6 to evaluate your understanding of caregivers' role for general good health.	6. Activity Sheet 271-003-003 in this SLG.
7. After the completion of resource 6, proceed to resource 7.	7. MPO #4 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	271	271	003

Activity Sheet
271-003-001

Children's Teeth

Directions: Obtain a copy of this sheet from the classroom file. Using the Pearce Campus text p. 133-135, 152, 211-213, 300-301 or Horizon Campus text p. 111, 428, answer the following questions. Turn your completed work to the instructor to be checked.

1. When do teeth buds begin to form?

2. When do most children start getting their "primary teeth"?

3. What is the order of appearance for the primary teeth?

4. By the end of the first year, how many primary teeth will be in?

5. How many primary teeth are there? ____________
   By when will most children have them?

6. What clues will a mother havewhen baby is going to cut a tooth?

7. What might be some common health problems that occur with teething?

8. What can be done about teething discomfort?

9. What has research shown about a bottle at bedtime in relation to teeth health?

Activity Sheet
271-003-001

Children's Teeth

10. What two things lay the foundation for a lifetime of good or poor teeth?

a.

b.

11. How does heredity affect teeth condition?

12. What is plaque? Explain its relationship to tooth decay.

13 What age should tooth brushing be started?

14. Explain proper tooth brushing.

15. What age should flossing be started? What are the results of this early training?

16. What age should regular dentist visits be started?

17. What is the advantage of taking children to a pedondist?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	003

Activity Sheet
271-003-001

Children's Teeth

18. What are the 2 major things necessary for good teeth?

    a.

    b.

19. Why should primary teeth be cared for if they are only temporary?

20. When do children begin cutting permanent teeth?

21. What problems can thumb sucking lead to?

22. What should a parent do about thumb sucking?

Activity Sheet
271-003-002

"Children's Nutrition vs Healthy Children"

Directions: Obtain a copy of this sheet from the classroom file and answer questions and the case study on that sheet. Use your text as a help. Pearce text p. 27-28, 85-91, 223-227, 309-316, 375-376. Horizon text p. 76-80, 209-224, 426-427. Hand completed work to your instructor to be checked.

1. Explain the early history of feeding infants.

2. Explain the relationship of mother-to-be diet and baby's health.

3. What is a simple guide to plan a daily diet without weighing the food and calculating each nutrient need?

4. Explain the importance of teenage girl's diet and their future children's health even if they don't become pregnant until their twenties or thirties.

5. Explain, using the following chart, how nutritional needs change during each stage of our life.

Activity Sheet
271-003-002

"Children's Nutrition vs Healthy Children"

Age Group	Foods and/or Nutrients that are especially needed	Support the reason for needing these nutrients
INFANT		
CHILDREN		
TEENAGER		
ADULT		
PREGNANT WOMAN		
GOLDEN AGE YEARS		

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	003

Activity Sheet
271-003-002

"Children's Nutrition vs Healthy Children"

6. Why are childhood food habits and attitudes so important?

7. List some foods that a one-year old might be eating.

8. By what age is a child eating regular family foods from the table?

9. What 3 factors influence the size of serving given to a child?

   a.

   b.

   c.

10. Your friend Linda has an 18 month old girl, give her some sound advice about ways of helping children develop good food habits and attitudes.

Activity Sheet
271-003-002

"Children's Nutrition vs Healthy Children"

11. Explain the age progression and stages of self feeding.

12. How can you train 2-year old Joe to not become a fat, toothless 40-year old?

13. What are some nutritious snacks for children?

14. Name some possible causes for poor nutrition.

15. Name some of the bad effects of poor nutrition in children.

16. After reading the Washington State University Study (pg. 313 of The Developing Child text) about teaching children about nutrition, think up a method you would suggest to get children to like foods that are good for them.

Activity Sheet
271-003-002

"Children's Nutrition vs Healthy Children"

17. Give some suggestions about making school "sack lunches" nutritious and appealing as well.

18. Marcy has a kindergartner home with the chicken pox. Give her some ideas about how to meet nutritional needs during an illness.

Activity Sheet
271-003-003

"General Good Health Habits"

Directions: In Activities 001 and 002 ofthis Micro-Performance Objective you have identified the ways of meeting teeth and nutrition needs to assure healthy children. We do not want to overlook the other general good health habits that are just as important. Using your text as a reference or one of the child care reference books in the classroom, write a 200-word essay entitled "General Good Health Habits in Childhood Will Promote Healthy Children and Future Adults". Try to convince parents of their role in providing a healthy environment, as well as teaching good habits. Listed below are some suggested areas to cover. You may also look in reference book indexes. Hand the completed essay to your instructor to be checked.

Ideas to include:

- Cleanliness
- Elimination
- Exercise
- Fresh Air
- Sleep

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	003

MICRO - PERFORMANCE OBJECTIVE #4

Identify the caregiver's role in securing medical help to meet children's health needs.

LEARNING STEPS	RESOURCES
1. Read resource 1A or 1B and 1C to increase your understanding of the needs of routine medical exams.	1A Brisbane, Holly E., The Developing Child, Third Edition, p. 373-378. 1B Ames, Louise Bates, Child Care and Development, Revised Edition, p.109-112, 414-418, 426,427 1C Child care books in classroom.
2. Complete resource 2 to help you identify the needs of routine medical exams.	2. Activity Sheet 271-004-001 in the classroom file and this SLG.
3. View resource 3 to increase your understanding of the need of keeping permanent medical records.	3. "Family Medical Record" reprint from Woman's Day Magazine, 1972 with permission to National March of Dimes. In clasroom file.
4. Using resources 1A, B and C complete resource 4 to show your understanding of the special needs of an ill child.	4. Activity Sheet 271-004-002 in the classroom file and this SLG.
5. Observe resource 5 to learn how to take the temperature of an infant and child.	5. Instructor demonstration.
6. Demonstrate to resource 6 how to read a thermometer.	6. Instructor.
7. After completing resource 6, proceed to resource 7.	7. MPO #5 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	271	271	004

Activity Sheet
271-004-001

"Medical Exams for Children"

Directions: Obtain a copy of this sheet from the classroom file. Using your text as reference, complete the problems on that sheet. Hand the work to the instructor to be checked.

NOTE: The Developing Child, p. 373-378
Child Care and Development, 109-112, 414-418

1. Explain the saying, "An ounce of prevention is worth a pound of cure." in terms of children's health.

2. Explain why infants are checked more frequently than children.

3. From the previous unit on teeth care, restate the age to begin dental exams and the frequency, up through the teen years.

4. Explain the need of vision tests and how early these can be given.

5. Explain the need of hearing tests and how early these should be given and why.

6. Explain the relationship hearing has on the speech development and learning ability of the child.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	004

Activity Sheet
271-004-001

"Medical Exams for Children"

7. Explain the physical examination schedule for children, infancy through teen years.

AGE	WHEN EXAMINED	WHAT MIGHT BE SPECIAL CONCERNS THE DOCTOR LOOKS FOR?
INFANTS		
PRE-SCHOOL		
ELEMENTARY SCHOOL		
HIGH SCHOOL		

Activity Sheet
271-004-001

"Medical Exams for Children"

8. What medical records should parents keep even though the doctor's office keeps records? Explain why.

9. Investigate the exams that are required by law, for example . . . to enter kindergarten. List them.

10. Could lack of medical or health care ever be used as legal grounds against parents? Explain.

Activity Sheet
271-004-002

"Special Needs of the Sick Child"

Directions: Using parents you know and your text as reference (The Developing Child, p. 373-378 or Child Care and Development, p. 426-427) write three short essays on the following topics. Your essays should give sound advice to parents in distress. Assume these articles might be submitted to a magazine printed for parents. Hand your work to the instructor to be checked.

I. "How to help your child through a sickness at home!"

II. "How to help your child during a hospital stay!"

III. "How can a family meet increasing medical expenses?"

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	004

MICRO - PERFORMANCE OBJECTIVE # 5

Identify some special needs that stem from long term health problems.

LEARNING STEPS

1. Use resource 1A,B, or C to research actual situations of families coping with long-term health problems, and to identify special needs encountered.
2. Complete resource 2 to increase your understanding of how to cope with long-term health problems.
3. After completing resource 2, proceed to resource 3.

RESOURCES

1A Families you might know.

1B Periodicals in the library.

1C Child Care books in the classroom.

2. Activity Sheet 271-005-001 in classroom file and this SLG.

3. MPO #6 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	271	271	005

Activity Sheet
271-005-001

"Coping With Long Term Health Situations"

Directions: Research in the library periodicals and/or the child care books in the classroom. Also use personal examples of families you know who have had a family member with a long term illness. To increase your understanding of this situation, complete one of the following options. Use the list of things to consider as a guide.

I. Have a member of such a family come to the classroom and tell how their family met this situation.

II. After researching, write an essay on how a family might cope with this situation.

Make arrangements with the instructor for a time for the speaker or hand the essay to the instructor to be checked.

Things to Consider:

1. Consider some special needs the long term illness might cause to the child.
2. . . . . to the family of the child.
3. Consider how the illness might affect the child's social-emotional development.
4. Consider how the family might meet the financial strain of a long term illness.
5. Consider how the illness might affect the schooling and physical growth of the child.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	005

MICRO - PERFORMANCE OBJECTIVE # 6

Identify health needs and practices for infants and young children.

LEARNING STEPS	RESOURCES
1. Review resource 1 to prepare for the evaluation of your understanding of the health needs and practices of children.	1. All MPO's in this SLG.
2. When you are ready to be evaluated, ask your instructor for resource 2.	2. Written Criterion Exam 271 from the instructor.
3. After discussing the evaluation with the instructor, proceed to the next selected learning guide.	3. Instructor.

DEPT	PROG	TASK	TPO	MPO
HE	CD	271	172	006

PROGRAM Child Development

CRITERION EXAM

TASK # 271

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON health needs and practices for infants and children.

PART I

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! *To master this exam you must answer 30 out of 40 items correctly, (75 %).

* PART II

Match the appropriate childhood disease to each description. Place the letter of the disease in the numbered blank space on your ANSWER SHEET.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	006

WRITTEN CRITERION EXAM 271

PART I. Choose the best answer to complete the statement.

1. Most childhood diseases begin with a runny nose and other cold symptoms because

   A. colds are caused by the same bacteria as childhood disease.
   B. contagious diseases are caused by colds.
   C. virus and bacteria grow well in the nose and mouth environment.
   D. none of the above reasons.

2. A vaccination helps to prevent the child from having the disease by

   A giving the body antibiotics to kill the bacteria.
   B. giving the body some of the bacteria or virus to build a resistence against.
   C. giving the body the disease.
   D. giving the body the medication to fight disease.

3. Normal Temperature is

   A. 89.6 C
   B. 96.8 C
   C. 96.8 F
   D. 98.6 C
   E. 98.6 F

4. An immunization is given a child to

   A. build up protection against disease.
   B. control a high fever.
   C. counteract infection.
   D. make one free of germs.

5. If a disease is communicable,

   A. an immunization shot is not necessary.
   B. it can be passed on from one person to another.
   C. it cannot be passed on from one person to another.
   D. none of the above are correct.

6. What is the common incubation period for most childhood diseases?

   A. 24 hours
   B. 3-4 days
   C. 10-14 days
   D. 20 days

7. Which order is the best to follow when making a decision about a medical emergency?
   - A. Call for help, evaluate the situation, give first aid.
   - B. Evaluate the situation, give first aid, call for help.
   - C. Give necessary first aid, evaluate the situation, remain calm.
   - D. Remain calm, evaluate the situation, give necessary first aid.

8. Why are routine check-ups so important for children?
   - A. Children grow rapidly.
   - B. Early recognition of a problem can prevent permanent damage.
   - C. To keep immunizations up-to-date.
   - D. All of the above reasons are true.

9. A baby receives immunities from its mother while in the womb,
   - A. and these immunities can prevent diseases in child for several years.
   - B. but needs immunization shots since these last for only a couple of months.
   - C. so, immunities are not really necessary.
   - D. thus vaccinations are not required for children until toddler years.

10. Children who have common stomach aches in the morning are likely
   - A not wanting to go to school.
   - B. to be coming down with a communicable disease.
   - C. to have some disorder that needs medical attention.
   - D. to have some rare disease.

11. A child who wets his pants when he goes to kindergarten is likely
   - A. to be doing so to get attention.
   - B. to be upset with coping with school.
   - C. to have a bladder infection.
   - D. to have a kidney disease.

12. A DPT shot is to immunize a child against
   - A. diptheria, polio, and tonsilitis.
   - B. diptheria, whooping cough, tetanus.
   - C. smallpox, pertussis, typhoid.
   - D. mumps, polio, typhoid.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	006

13. Which immunity is no longer given in the United States?
    A. Diptheria
    B. Pertussis
    C. Small Pox
    D. Tetanus

14. Which immunities are not given until 15 months?
    A. Chicken Pox
    B. Diptheria
    C. Measles
    D. Tetanus

15. The main reason a bedtime bottle is not recommended is that
    A. the child will not be able to go to sleep without it.
    B. the excess sugar may cause tooth decay.
    C. the above statement is not true.
    D. none of the above are true.

16. The order to cut primary teeth would be
    A. four lower, then four upper ones.
    B. four upper, then two lower center ones.
    C. two lower front ones, then two center upper ones.
    D. two lower molars, then two upper center ones.

17. Permanent teeth rarely come in
    A. before 3 months old.
    B. before 6 months old.
    C. until 2 years old.
    D. until 6 years old.

18. The number of primary teeth are
    A. four.
    B. eight.
    C. sixteen.
    D. twenty.

19. Tooth brushing should be started
    - A. at age 18 months.
    - B. at nursery school age.
    - C. at kindergarten age.
    - D. at school age.

20. The nutritional need for an elementary child would be _______ servings of fruit and vegetables per day.
    - A. 2
    - B. 3
    - C. 4
    - D. 6

21. The nutritional need for an elementary child would be _______ servings of meat per day.
    - A. 2
    - B. 3
    - C. 4
    - D. 6

22. The nutritional need for an elementary child would be _______ servings of milk per day.
    - A. 2
    - B. 3
    - C. 4
    - D. 6

23. The nutritional need of what food group increases in the teenage years?
    - A. Bread and cereal
    - B. Fruit and vegetable
    - C. Meat
    - D. Milk

24. What has greatest influence on a child's future food habits and attitudes?
    - A. Heredity
    - B. Parents
    - C. School

25. A bland diet means
   - A. foods in liquid form such as soup, milk and juices.
   - B. regular table foods, but in small amounts.
   - C. soft, smooth, mild-flavored foods such as cereal, pudding and scrambled eggs.
   - D. none of the above are correct.

26. The normal need for sleep by a two year old is
   - A. 8-10 hours.
   - B. 12-13 hours.
   - C. 14-15 hours.
   - D. 18 hours.

27. Cleanliness habits whether good or bad are established
   - A. around first grade,
   - B. between ages 1 and 3.
   - C. by the time the child leaves elementary school.
   - D. at none of the above times.

28. Vaccinations in school age children
   - A. are highly suggested, but not required.
   - B. are required by law.
   - C. are unnecessary.
   - D. are up to the parents.

29. Long term illnesses can be of major concern to the family because of
   - A. financial burdens.
   - B. the child's future.
   - C. tying the family down.
   - D. all of the above reasons.

30. The main responsibility of the child's health is the
   - A. doctor.
   - B. parent.
   - C. school nurse.
   - D. welfare agency.

WRITTEN CRITERION EXAM 271

PART II Match the appropriate disease to each description.

31. No longer immunized against this in U.S.
32. Can be caused by a cut with a rusty can.
33. No vaccine to prevent it.
34. Dangerous to pregnant women.
35. Could make boys and male adults sterile.
36. Has the medical name pertussis.
37. Caused by bites of infected animals.
38. Was a former feared crippler.
39. The most recently invented vaccine.
40. A disease that can cause mental retardation in the fetus.

Childhood Diseases

A. Chicken Pox
B. Diptheria
C. Measles
D. Mumps
E. Polio
F. Rabies
G. Rubella
H. Smallpox
I. Tetanus
J. Whooping cough

WRITTEN CRITERION EXAM 271
STUDENT ANSWER SHEET

NAME ____________________

PART I

____ 1.
____ 2.
____ 3.
____ 4.
____ 5.
____ 6.
____ 7.
____ 8.
____ 9.
____ 10.

____ 11.
____ 12.
____ 13.
____ 14.
____ 15.
____ 16.
____ 17.
____ 18.
____ 19.
____ 20.

____ 21.
____ 22.
____ 23.
____ 24.
____ 25.
____ 26.
____ 27.
____ 28.
____ 29.
____ 30.

PART II

____ 31.
____ 32.
____ 33.
____ 34.
____ 35.
____ 36
____ 37.
____ 38.
____ 39.
____ 40.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	006

WRITTEN CRITERION EXAM 271
TEACHER ANSWER MASTER

PART I

1. C
2. B
3. E
4. A
5. B
6. C
7. D
8. D
9. B
10. A
11. B
12. B
13. C
14. C
15. B
16. C
17. D
18. D
19. A
20. C
21. A
22. B
23. D
24. B
25. C
26. C
27. B
28. B
29. D
30. B

PART II

31. H
32. I
33. A
34. G
35. D
36. J
37. F
38. E
39. D
40. G

DEPT.	PROG	TASK	TPO	MPO
HE	CD	271	271	006

COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task IDENTIFY SAFETY NEEDS AND PRACTICES FOR INFANTS AND YOUNG CHILDREN.

Purpose Accidental death is the leading cause of fatalities of children in our nation. Most serious accidents can be prevented. Since children are so curious, uncoordinated and inexperienced, it is up to the caregiver to provide a safe environment. The caregiver also needs to teach the child safety measures as soon as he is capable of understanding. This task will help you identify safety needs and practices for infants and young children.

CHILD DEVELOPMENT

Program	Task	Est. Time	Prereq.
CD	274	16	None

June 4, 1982

LEARNING CONTRACT

1 STUDENT DATA

NAME ____________________ SOCIAL SECURITY NUMBER ____________________

LENGTH OF CONTRACT (NORMAL TIME IN HOURS) ____________________

2 TERMINAL PERFORMANCE OBJECTIVE

Given a written Criterion Exam, identify safety needs and practices for infants and young children. To master this task you must achieve 41 out of 55 or 75% on the exam.

2a MICRO—PERFORMANCE OBJECTIVE(S)

1. Name the general safety needs of infants and children.
2. Identify the various kinds of first aid treatment that might be necessary for a caregiver to use.
3. Identify the responsibility of caregivers in preventing and dealing with childhood accidents.
4. Identify the safety features of consumer products for children.
5. Identify safety needs and practices for infants and children.

3 AGREEMENT

I, ____________________ agree to complete the above stated terminal performance requirement within ____________________ to ____________________. I further recognize that the conditions of the contract (performance and time agreement) report my ability to perform the requirements of the occupation and record my progress.

Student's Signature

DEPT	PROG	TASK	TPO
HE	CD	274	274

Instructor's Signature (verifies competency)

MICRO-PERFORMANCE OBJECTIVE #1

Name the general safety needs of infants and children.

LEARNING STEPS	RESOURCES
1. Read resource 1A or 1B and 1C to become aware of safety needs of children.	1A Brisbane, Holly E., The Developing Child, Revised Edition, p. 359-372, 382-391. Pearce Campus text. 1B Ames, Louise Bates, Child Care and Development, Revised Edition, p. 271-289. Horizon Campus text. 1C "Your Child's Safety" by Metropolitan Life. In classroom file.
2. View resource 2 to increase your understanding of safety needs of young children.	2. Film, Children Safety by Prudential Life Insurance Co. In classroom by instructor or in the audio-visual room.
3. Complete resource 3 to increase your understanding of safety needs of children.	3. Activity Sheet 247-001-001 in Pearce Campus classroom file and this SLG.
4. After completing resource 3, proceed to resource 4.	4. MPO #2 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	274	274	001

Activity Sheet
274-001-001

"General Safety Needs of Children"

Directions: Obtain a copy of this sheet from the classroom file. Using your textbook The Developing Child, pg. 359-372, 382-391, complete the following questions. Hand the work to the instructor to be checked.

When a Child is Ill:

1. What are five general guidelines that should be followed in an emergency?
   A. ______
   B. ______
   C. ______
   D. ______
   E. ______

2. Explain the purpose of the Heimlich Maneuver:
   A. Children: ______
   B. Infants: ______

3. What are "convulsions"?
   A. What causes them? ______
   B. What treatment should be given? ______

4. Explain the difference between a "fracture" and a "sprain".
   A. Fracture: ______
   B. Sprain: ______

5. Why is it necessary to catch an animal that has bitten someone? ______

6. When are insect bites dangerous? What are the symptoms? ______

7. What are ticks? How should they be treated? ______

DEPT.	PROG	TASK	TPO	MPO
HE	CD	274	274	001

Activity Sheet
274-001-001

8. How can you tell the difference between a minor burn and a severe burn? What should be done for each:

   A. Minor: ____________________

   B. Severe: ____________________

9. What is a "chemical burn?" How should one be treated? ____________________

10. Explain why poisons are more of a danger for young children than for older children and adults. ____________________

11. In what ways can poisons harm the body? ____________________

    Is a particular poisonous substance harmful in all these ways? ____________________

12. What should caregivers do to minimize the risk of poisoning? ____________________

13. What is a "poison control center?" ____________________

14. What does it mean to "dilute" a poison? Why is this done? ____________________

15. If you suspect someone has been poisoned and you aren't sure how to react, what should you do? ____________________

16. What does "nontoxic" mean? Why are nontoxic objects particularly important for babies? ____________________

17. How can you tell when a person is in shock? Why does shock occur? ____________________

Activity Sheet
274-001-001

18. What is artificial respiration? ____________________

19. What is "cardiopulmonary resuscitation?" Who can administer it? Why? ____________________

20. How can injuries to children in automobile accidents be prevented or reduced?

21. Name at least six common hazards in the home for toddlers.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

22. Why is fire a particular hazard for young children? How can the danger be lessened?

23. How are the safety hazards for school-age children different from those for younger children?

24. Why is a knowledge of child development important in keeping children safe? ____

MICRO-PERFORMANCE OBJECTIVE # 2

Identify the various kinds of first aid treatment that might be necessary for a caregiver to use.

LEARNING STEPS	RESOURCES
1. Read resource 1A,B,C, or D to identify various types of first aid procedures.	1A "First Aid Guide" by Johnson and Johnson. In classroom file. 1B "Can You Give First Aid?" by Frances M. Bontrager in the classroom file. 1C Brisbane, Holly E., The Developing Child, Revised Edition, p. 359-372, 382-391, Pearce Campus Text. 1D Ames, Louise Bates, Child Care and Development, Revised Edition, p. 271-279. Horizon Campus Text
2. Review resources 2A,B,C to increase your understanding of specific first aid procedures.	2A "Emergency Choking Instructions" 2B "Save a Life by Artificial Respiration" 2C "Emergency First Aid Instructions" Handouts, in classroom file
3. Complete resource 3 to increase your understanding of first aid practices.	3. Activity Sheet 274-002-001 in classroom file and this SLG.
4. Complete resource 4 to increase your understanding of first aid procedures and the local emergency rescue unit.	4. Activity Sheet 274-002-002 in classroom file and this SLG.
5. After completing resource 4, proceed to resource 5.	5. MPO #3 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	274	274	002

ACTIVITY SHEET
274-002-001
"First Aid Practices"

Directions: Obtain a copy of this chart from the classroom file and complete it using your textbook or the classroom first aid booklets. If the instructor gives a presentation, complete it as a classroom activity. When completed, hand the sheet to the instructor to be checked.

THE PROBLEM	STEPS TO FIRST AID TREATMENT	POTENTIAL OR ACUTE DANGERS
1. Animal bites		
2. Bleeding		
3. Bruises and Abrasions		
4. Burns		

DEPT.	PROG	TASK	TPO	MPO
HE	CD	274	274	002

Activity Sheet
274-002-001

5. Choking		
6. Convulsions		
7. Fainting		
8. Fractures and Sprains		
9. Insect Bites		
10. Poisons		
11. Shock		
12. Splinters		
13. Stop Breathing		

Activity Sheet
274-002-001

14. What are the five (5) steps to follow in case of an emergency?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

15. Describe an emergency that you or oyour family has faced.

16. What first aid treatment would you feel inadequate to handle without further training?

Activity Sheet
274-002-002

"Your Emergency Team"

Directions: Many times throughout the year the local emergency rescue team presents public interest programs. Locate the telephone number of the local emergency unit in the telephone director. Call the unit and inquire of the dates such presentations might be given. Plan to attend one such program. After attending, complete the questionnaire below. If this option is not possible, write a 200 word essay convincing the taxpayers to support a tax increase to improve your local emergency rescue unit. Notify the instructor which option you take. Hand the written questionnaire or essay to the instructor to be checked.

Rescue Team Questionnaire

1. Date attended the presentation ______________________________
2. Place of presentation ______________________________
3. Who gave the presentation? ______________________________
4. What was the highlight of the program? Explain ______________________________
   ____
   ____
5. List some first aid practices that were presented for the first time to you.
6. Evaluate the value of such a public interest program.
7. Describe some equipment that was presented at the presentation that impressed you.
8. How is an emergency rescue unit financed?
9. Do those who call the rescue unit pay when their services are used?

DEPT	PROG	TASK	TPO	MPO
HE	CD	274	274	002

MICRO-PERFORMANCE OBJECTIVE #3

Identify the responsibility of caregivers in preventing and dealing with childhood accidents.

LEARNING STEPS	RESOURCES
1. Read resources 1A, 1B & 1C to identify the need for caregivers to prevent childhood accidents.	1A "A Safer World for Babies and Toddlers" Johnson and Johnson booklet in the classroom file. 1B Information sheet 274-003-001 in the classroom file and this SLG. 1C "Your Child's Safety" by Metropolitan Life. In the classroom file.
2. Complete resource 2 to prepare you to face an emergency accurately and quickly.	2. Activity Sheet 274 -003-002 in the classroom file and this SLG.
3. Read resources 3A or 3B and 3C to increase your understanding about poison control.	3A The Developing Child, Pearce Campus Text, p. 367-370. 3B Child Care and Development, Horizon Campus Text, p. 280-281, 286. 3C "Search and Destroy" reprint in classroom file.
4. Complete resource 4 to show your understanding about poison control.	4. Activity Sheet 274-003-003 in classroom file and this SLG.
5. View resource 5 to identify some potential poisonous plants.	5. "Common Poisonous Plants" reprint in classroom file.
6. Read resources 6A and 6B to identify the need for water safety.	6A Resource 1A in this MPO. 6B The Developing Child, Text p. 140-142.
7. Complete resource 7 to show your understanding of water safety needs.	7. Activity Sheet 274-003-004 in this SLG.
8. Complete resource 8 to evaluate your ability to recognize potential hazards.	8. Activity Sheet 274-003-005 in this SLG.
9. Complete resource 9 to evaluate your ability to recognize accident prevention.	9. Activity Sheet 274-003-006 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	274	274	003

MICRO - PERFORMANCE OBJECTIVE #3

LEARNING STEPS	RESOURCES
10. After completing resource 9, proceed to resource 10.	10. MPO #4 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	274	274	003

Information Sheet

274-003-001

"Safety Measures for Caregivers"

Safety

If there are young children in your home, your parents may find these suggestions helpful. If not, you may know another family that can use this list.

One to Three Years

During this period children are demon explorers. They climb, open doors, take things apart, and like to play in water. However, they have no sense of danger and need to be very carefully supervised. They are beginning to understand better the meaning of what you say, so it is a good time to begin teaching and reinforcing safety rules.

Falls, Blows, Cuts, and Animal Bites

This child can open doors. Lock those that lead to danger.

Always lock gates leading to stairways and doorways.

Don't ever let a child lean out of windows.

Make a practice of opening windows from the top. If you do open them from the bottom and use screens, be certain the screens are sturdy and cannot be easily pushed out.

Store dangerous tools and garden equipment in a safe place.

Use nonskid mats on bottom of bathtub.

Check outdoor play area for attractive hazards, deep holes, construction, trash heaps, and rickety buildings.

Don't allow a child in yard while a power mower is in operation. It often throws off missiles like cans, stones, wires and even broken glass and blades.

Teach child to play gently with pets and to avoid strange animals.

Suffocation and Strangulation

Never leave trunks, large picnic coolers, or discarded refrigerators where a child can crawl in and suffocate. If there is an abandoned refrigerator anywhere near a play area, be certain that the doors are removed before letting children play near it.

Remove small bones from fish and chicken when a child begins to eat table foods.

Poisons

Be extra careful now - a child will eat anything and climb great heights to get it.

Never get him or her to take medicine by telling him or her it's "candy".

Don't leave glasses or bottles of alcoholic beverages where a child can get at them.

Drowning

Don't leave a child alone in the bathtub for even an instant.

Empty or securely cover wading pools when not in use. (It takes only enough water to cover the nose and mouth to cause drowning.)

Be sure all cesspools and wells are securely covered or a child carefully isolated from them.

Activity Sheet
274-003-001

Don't leave bathtub filled or tubs of water lying around where a child may fall into them.

Expect a child to seek out interesting water in the neighborhood - the swimming pool, storm sewers, wading pool, or whatever. Make sure such areas are securely fenced off or supervised.

Fires and Burns

Never let a child near trash burner, leaf fires, or barbecue.

Now is a good time to teach her or him that fire is Hot! It will burn.

Never let a child play with matches or lighters.

Don't let a child play with turning knobs on gas stoves on and off.

Schedule regular fire drills.

Adapted from: "From Young Children and
Accidents in the Home". DHEW Publication
No. (OHD) 74-34

DEPT.	PROG	TASK	TPO	MPO
HE	CD	274	274	003

Activity Sheet
274-003-002

"Emergency Information"

Directions: Complete the chart on page 141 in your workbook: The Developing Child Student Guide, Brisbane, Holly E., 1980.

Activity Sheet
274-003-003

"Poison Control"

Directions: Obtain a copy of this sheet from the classroom file. Using your textbook (The Developing Child, p. 367-370 or Child Care & Development, p. 280-81, 286 and the "Search and Destroy" Reprint in the classroom file, complete the answers on that sheet. Hand your completed work to the instructor to be checked.

Poisons are one of the greatest hazards for young children. Many times caregivers are careless about protecting the young child from potential poisonous hazards. It is the caregiver's responsibility, for young children are curious and lack knowledge of potential danger!

1. List several areas in and around the home that house potential poisons.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	2/4	2/4	003

Activity Sheet
274-003-003

2. List several ways poisons can harm children.
   - a.
   - b.
   - c.
   - d.

3. Explain the type of emergency first aid treatment given for each of the above.
   - a.
   - b.
   - c.
   - d.

4. Explain the Poison Prevention Packaging Act of 1970.

5. Bring a sample "safety cap" to class to show your class members. Describe it.

6. Define these two classes of poisons.
   - a. Caustic:
   - b. Non-caustic:

7. Why do you induce vomiting for a non-caustic poisoning?

8. Why do you not induce vomiting for a caustic poisoning?

9. What first aid treatment should be given to a caustic poisoned victim?

Activity Sheet
274-003-003

10. Why do you always "Call the doctor immediately" for all poisonings?

11. What two rooms in the house are the sources of the highest percentage of poisoning occurrences?

12. Fill in the chart below to explain the type of first aid treatment to be given to the victims of these poisons.

Poison	Type of Poison	Treatment
Household Insect spray in eyes		
Rose or garden bug killer liquid drink		
Aspirin		
Draino		
Perfume		
Mushrooms in the back yard		
Bleach		
Sleeping pills		
Gasoline		
Carbon monoxide gas inhaled from car exhaust		

Activity Sheet
274-003-004

"Water Safety"

Directions: "Using A Safer World For Babies And Toddlers" by Johnson & Johnson and The Developing Child text p. 140-142, complete Part I and II on this sheet. Hand your completed work to the instructor to be checked.

Part I: Write out the detailed steps for a safe, healthy bath of an infant and young child. Underline each sentence that is a safety precaution.

Part II! Write a short essay explaining the safety precautions of children around water. . pools, lakes, rivers, wells, etc.

DEPT	PROG	TASK	TPO	MPO
HE	CD	274	274	003

Activity Sheet
274-003-005

"Identifying Home Hazards"

Directions: Complete "Chapter 15: Health and Safety Activity 3 Sheet" from The Developing Child Student Guide, Brisbane, 1980, p. 137-138. Complete the activity and hand to the instructor to be checked.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	274	274	003

Activity Sheet
274-003-006

"Children in the News"

Directions: Complete "Chapter 15: Health and Safety Activity 4" from The Developing Child Student Guide, Brisbane, 1980, p. 139. Complete the activity and hand in to the instructor to be checked.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	274	274	003

MICRO - PERFORMANCE OBJECTIVE #4

Identify the safety features of consumer products for children

LEARNING STEPS	RESOURCES
1. Read resource 1A, 1B, and 1C to identify the need of children passenger safety.	1A "Kids Are Fragile; Travel With Care" fact sheet in the classroom file. 1B "A Safer World for Babies and Toddlers" by Johnson & Johnson in the classroom file. 1C The Developing Child, text, p.382-390.
2. Complete resource 2 to show your understanding of the need of passenger safety procedures for children.	2. Activity Sheet 274-004-001 in classroom file and this SLG.
3. Read resources 3A, B, C and D to increase your understanding of who is responsible for consumer safety.	3. J. C. Penney Co., educational series in classroom file. A. "Part I - Introducing the Issue" B. "Part IIA - Discussing the Issue . . Can Safety Manufactured?" C. "Part IIB - Discussing the Issue . . . Can Safety Be Learned?" D. "Part III - Presenting the points of view"
4. Complete resource 4 to show your understanding of who is responsible for consumer safety.	4. Activity Sheet 274-004-002 in classroom file and this SLG.
5. Read resources 5A and 5B to research safe toy selection.	5A "Protecting Your Child From Dangerous Toys", reprint from McCall's Magazine 12/1972 in the classroom file. 5B The Developing Child, text, p.201-204, 287-290.
6. Complete resource 6 to show your understanding of considerations for selecting safe toys.	6. Activity Sheet 274-004-003 in the classroom file and this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	274	274	004

MICRO - PERFORMANCE OBJECTIVE #4

Identify the safety features of consumer products for children.

LEARNING STEPS	RESOURCES
7. Using resource 7A, complete 7B to identify the safety features of infant and children equipment.	7. A. Periodical references in the library. B. Activity Sheet 274-004-004 in this SLG.
8. Using resource 8A, complete 8B to identify the need for safe clothing for chilren.	8. A. Library B. Activity Sheet 274-004-005 in this SLG.
9. After completing resource 8, proceed to resource 9.	9. MPO #5 in this SLG.

DEPT	PROG	TASK	TPO	MPO
HE	CD	274	274	004

382

Activity Sheet
274-004-001

"Car Safety for Children"

Directions: Obtain a copy of this sheet from the classroom file and complete answers on that sheet. Use the fact sheet "Kids Are Fragine; Travel With Care" and the Johnson & Johnson booklet "A Safer World for Babies and Toddlers" to aid you in your work. Hand completed work to your instructor to be checked.

Since automobile accidents cause the most deaths among young children, caregivers must be aware of the potential dangers and preventive measures.

1. What are the two major reasons for restraining children car passengers?

   a.

   b.

2. Can a parent hold an infant safely in a car? Explain.

3. Where is the safest location in the car for a child car passenger?

   a.

   b.

4. At what age can a child safely use the seat belt provided by the car manufacturer?

5. List some features of a safe container for an infant car passenger:

6. . . . . for a young child car passenger:

7. What are some good rules to teach children about pedestrian safety?

DEPT.	PROG	TASK	TPO	MPO
HE	CD	274	274	004

Activity Sheet
274-004-001

8. What are some good rules to teach children about tricycle and bicycle safety?

9. What can families who live on busy streets do to safeguard their young children?

10. Collect a picture of a child's car restraint. Mount it on this page and evaluate its features.

Activity Sheet
274-004-002

"Who is Responsible for Consumer Safety?"

Directions: Part I. Obtain a copy of Part I -"Introducing the Issue", a J. C. Penney reference and read it. Respond to the questions on the back page. Record your reaction by circling the letter choice below:

Jimmy:	A	B	C
Susan:	A	B	C
Mrs. Jones:	A	B	C
Tommy:	A	B	C
Jerry & Joe:	A	B	C
Tom & Dave:	A	B	C
Jane	A	B	C
Mary & Jean:	A	B	C

Which pattern did your answers seem to fall?

Part II. Obtain copies of "Discussing the Issue: Part IIA, "Can Safety Be Manufactured?" and Part IIB, "Can Safety Be Learned?" Read them. Become familiar with the "signs" of safety in Part IIA. List them below.

1.

2.

3.

4.

Activity Sheet
274 -004-002

Respond to the questions and answers on Part IIB by writing a summarizing paragraph below about how safety must be a conscious effort by all.

PART III. Obtain a copy of "Presenting Points of View - Part III", a J.C. Penney Reference, from the classroom file. Read the comments of representatives of government, industry and consumers on the matter of who is responsible for product safety. Then write a 200 word essay about your opinion on the matter. Attach it to this activity sheet and hand it to the instructor to be checked.

Activity Sheet
274-004-003

"Selecting Safe Toys"

Directions: Obtain a copy of this sheet from the classroom file and complete your work on that sheet. Use The Developing Child text p. 201-204, 287-290 and the reprint from McCall's Magazine "Protecting Your Child From Dangerous Toys" to research information.

1. Summarize the laws requiring toys to be safe for children.

2. Who's responsible for safe toys?

3. How can the parent help assure toys her children play with are safe?

4. How can the parent help other parents from buying unsafe toys?

5. Locate pictures of five (5) toys. Mount each picture on a separate sheet of paper. Below the picture make a simple chart to evaluate the toy's safety.

Features that Assure Safety	Features that are potentially dangerous

DEPT.	PROG	TASK	TPO	MPO

Activity Sheet
274-004-004

"Safe Children Equipment"

Directions: The caregiver is responsible for providing the infant and young child with a safe environment. The caregiver should be aware of safety features desirable when purchasing children's equipment such as beds, buggies, strollers, feeding equipment, etc. Go to the library and research consumer information on children's equipment. Check the periodical cross reference and the "Consumer Guide" for information. Write a 200 word essay that might be used to encourage parents to be safety conscious when purchasing equipment. Hand your work to the instructor to be checked.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	274	274	004

Activity Sheet
274-004-005

"Flammable Fabric Act"

Directions: Safe clothing is the responsibility of the caregiver. Research in the library for information on the Flammable Fabrics Act. Write an essay discussing the importance of this act in relation to child safety. Hand your work to your instructor to be checked.

MICRO - PERFORMANCE OBJECTIVE #5

Identify safety needs and practices for infants and young children.

LEARNING STEPS	RESOURCES
1. Review resource 1 to prepare for the evaluation of your understanding of the safety needs and practices of children.	1. All MPO's in this SLG.
2. When you are ready to be evaluated, ask your instructor for resource 2.	2. Written Criterion Exam 274 from the instructor.
3. After discussing the evaluation with the instructor, proceed to the next selected learning guide.	3. Instructor.

DEPT	PROG	TASK	TPO	MPO
HE	CD	274	274	005

PROGRAM Child Development

CRITERION EXAM

TASK # 274

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON safety needs and practices for infants and young children.

Part I If the statement is true, mark T on the blank space of your answer sheet. Mark F if it is false.

~~Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET.~~ DO NOT WRITE ON THIS TEST! *To master this exam you must answer 41 out of 55 items correctly, (75 %).

*Part II Match the term to each definition. Place the appropriate letter in the numbered space on your ANSWER SHEET.

*Part III Match the term to each definition. Place the appropriate letter in the numbered space on your ANSWER SHEET.

*Part IV Match the term to each definition. Place the appropriate letter in the numbered space on your ANSWER SHEET.

*Part V Answer the questions as briefly and accurately as possible. Place your answers on your ANSWER SHEET.

DEPT.	PROG	TASK	TPO	MPO
HE	CD	274	274	005

Criterion Exam 274

PART 1 True or False: Place a T if the statement is true, or place an F if the statement is false.

_____ 1. The first-aid treatment for bleeding is direct pressure on the wound.
_____ 2. The first-aid treatment for caustic poisoning is to induce vomiting.
_____ 3. The first-aid treatment for non-caustic poisoning is to induce vomiting.
_____ 4. For a minor burn you should put butter on the burn.
_____ 5. Tears are natures way of cleaning the eye.
_____ 6. Most children's fatalities are accidents in the home.
_____ 7. Suffocation is the chief reason of accidents of children under one year.
_____ 8. You should use smelling salts for a person who is in shock.
_____ 9. Safe toys are the sole responsibility of the government.
_____ 10. Teaching pedestrian safety should begin before the child goes to school.
_____ 11. A child can safely use the adult car seat belt when he weighs 40-50 pounds.
_____ 12. An emergency rescue unit is financed by the taxpayers.
_____ 13. It is O.K. to tell children the medicine tastes like candy to get them to take it easier.
_____ 14. Don't leave a child alone in the bathtub for even an instant.
_____ 15. Bath water temperature should be room temperature.
_____ 16. To just ride downtown in a car it is O.K. for an infant to ride in his mother's lap.
_____ 17. To be safe, the toy should be chosen with age of child considered.
_____ 18. All sleepwear on the market today is safe.
_____ 19. Clothing for infants should not have button front openings.
_____ 20. The safest position in the car for a child is the center of the front seat.

PART II Match the term to each definition. Place the appropriate letter in the numbered space on your ANSWER SHEET.

_____ 21. The tearing or injury to tissue around a bone joint, often an ankle or knee.
_____ 22. Can sterilize knife, tweezers or other first aid tools with it.
_____ 23. Found in most household cleaners.
_____ 24. Are called germs, are micro-organisms that cause infections if they enter the body.
_____ 25. Impairment of the functioning of the brain caused by a violent blow or impact on the head.

FIRST AID TERMS

A Alcohol
B. Bacteria
C. Concussion
D. Gauze
E. Match
F. Poisons
G. Rabies
H. Salt
I. Simple Fracture
J. Splint
K. Sprain
L. Tourniquet

DEPT.	PROG	TASK	TPO	MPO
HE	CD	274	274	005

______ 26. A stiff material usually wood, that's tied in place over a broken bone to immobilize the area.

______ 27. A disease transmitted by a dog bite.

______ 28. Rolled and sterile, it's a handy bandaging item.

______ 29. A break in the bone alone, without damage to the skin.

______ 30. The loss of this and water through excessive perspiration.

______ 31. A wide strip of cloth that's used to control bleeding when wrapped tightly around arm or leg.

______ 32. Used to bring a high fever down or sterilize an instrument.

FIRST AID TERMS

A. Alcohol
B. Bacteria
C. Concussion
D. Gauze
E. Match
F. Poisons
G. Rabies
H. Salt
I. Simple Fracture
J. Splint
K. Sprain
L. Tourniquet

PART III Identify the type of poison each potential hazard on the left represents. Place the appropriate letter on the numbered space on your ANSWER SHEET.

______ 33. Paint thinner

______ 34. Toilet Bowl Cleaner

______ 35. Aspirin

______ 36. Cosmetics

______ 37. Mushrooms

______ 38. Detergents Bleach

TYPE OF POISON

A. Caustic Poison
B. Non-caustic Poison

PART IV Match the term to each definition. Place appropriate letter in the numbered space on your ANSWER SHEET.

______ 39. A wad of sterile cloth bandage to control bleeding.

______ 40. A condition brought on by physical injury or emotional upset in which blood doesn't circulate normally.

______ 41. An injury which blood vessels are broken beneath the skin, causing the area to turn black and blue.

______ 42. Free of germs.

______ 43. Used to counteract poison.

______ 44. An ointment or liquid used to counteract infection.

______ 45. Immediate treatment.

FIRST AID TERM

A. Antidote
B. Antiseptic
C. Bruise
D. Convalescense
E. Dressing
F. Fever
G. First-aid
H. Infection
I. Shock
J. Sterile

DEPT.	PROG	TASK	TPO	MPC
HE	CD	274	274	005

______ 46. Temperature above normal.

______ 47. Recovery period from a disease or illness.

______ 48. Invasion of the body by a harmful micro-organism that can cause illness or inflamation.

FIRST AID TERM

A. Antidote
B. Antiseptic
C. Bruise
D. Convalescense
E. Dressing
F. Fever
G. First-aid
H. Infection
I. Shock
J. Sterile

Part V Answer the questions as briefly and accurately as possible. Place your answers on your ANSWER SHEET.

49-51 Consider 3 reasons why children are considered accident prone.

1.

2.

3.

52 Why shouldn't you move a person who has just been injured in an accident?

53. In what case should you move a person who has just been injured?

54-55 What are the 2 methods recommended for treating a choking child?

1.

2.

Criterion Exam 274

Teacher Answer Master

PART I

T 1.
F 2.
T 3.
F 4.
T 5.
F 6.
T 7.
F 8.
F 9.
T 10.

T 11.
T 12.
F 13.
T 14.
F 15.
F 16.
T 17.
F 18.
T 19.
F 20

PART II

K 21.
E 22.
F 23.
B 24.
C 25.
J 26.
G 27.
D 28.
I 29.
H 30.
L 31.
A 32.

PART III

A 33.
A 34.
B 35.
A 36.
B 37.
A 38.

PART IV

E 39.
I 40.
C 41.
J 42.
A 43.
B 44.
G 45.
F 46.
D 47.
H 48.

PART V

49. Top heavy
50. Uncoordinated
51. Lack of Judgement
52. Might do further injury
53. If in more serious danger
54. Hemlick maneuver
55. Upside down & pat back

DEPT.	PROG	TASK	TPO	MPO
HE	CD	274	2/4	005

Criterion Exam 274

Student Answer Sheet

NAME ______________________________

DATE ______________________________

PART I

_____ 1.
_____ 2.
_____ 3.
_____ 4.
_____ 5.
_____ 6.
_____ 7.
_____ 8.
_____ 9.
_____10.

_____ 11.
_____ 12.
_____ 13.
_____ 14.
_____ 15.
_____ 16.
_____ 17.
_____ 18.
_____ 19.
_____ 20.

PART II

_____21.
_____22.
_____23.
_____24.
_____25.
_____26.
_____27.
_____28.
_____29.
_____30.
_____31.
_____32.

PART III

_____ 33.
_____ 34.
_____ 35.
_____ 36.
_____ 37.
_____ 38.

PART IV

_____ 39.
_____ 40.
_____ 41.
_____ 42.
_____ 43.
_____ 44.
_____ 45.
_____ 46.
_____ 47.
_____ 48.

PART VI

49. ____
50. ____
51. ____
52. ____
53. ____
54. ____
55. ____

DEPT.	PROG	TASK	TPO	MPO
HE	CD	274	274	005